

Arizona Department of Education Professional Development and Technical Assistance Catalog

2007



Arizona Department of Education
Tom Horne, Superintendent of Public Instruction



State of Arizona

Department of Education

Tom Horne
Superintendent of
Public Instruction

March 27th, 2007

Dear Education Professionals:

Since taking office in 2003, I have emphasized that the primary role of the Department of Education would be service. I have asked the Department to do everything possible to provide opportunities for growth for all educational professionals of our state. This catalog is a compilation of the efforts of the entire department to assist in creating better schools, better teachers, and better curriculum.

Research shows that in order for professional development to be successful, the effort needs to be continuous, job embedded, relevant, owned by the learner, and interactive. We also know that as educators, you are doing the most important, challenging work imaginable, and deserve strong support in order to be successful. This comprehensive catalog offers many opportunities across all topics to support your professional needs.

Thank you for your utilizing this catalog to provide educators with continuing professional development that promotes student achievement and professional satisfaction.

Sincerely,

A handwritten signature in cursive script that reads "Tom Horne".

Tom Horne



**Arizona State Superintendent
of Public Instruction
Tom Horne**

Tom Horne assumed the position of Arizona State Superintendent of Public Instruction on January 6, 2003. Horne served in the Arizona legislature from 1996-2000, during which time he chaired the Academic Accountability Committee and served as vice-chair of the Education Committee. Horne brings 24 years of school board experience as a member of the board of the third largest district in the state. He held the position of president of the board for ten years. He has written extensively on education-related issues such as raising academic standards, character education, student discipline, school finance, and school safety.

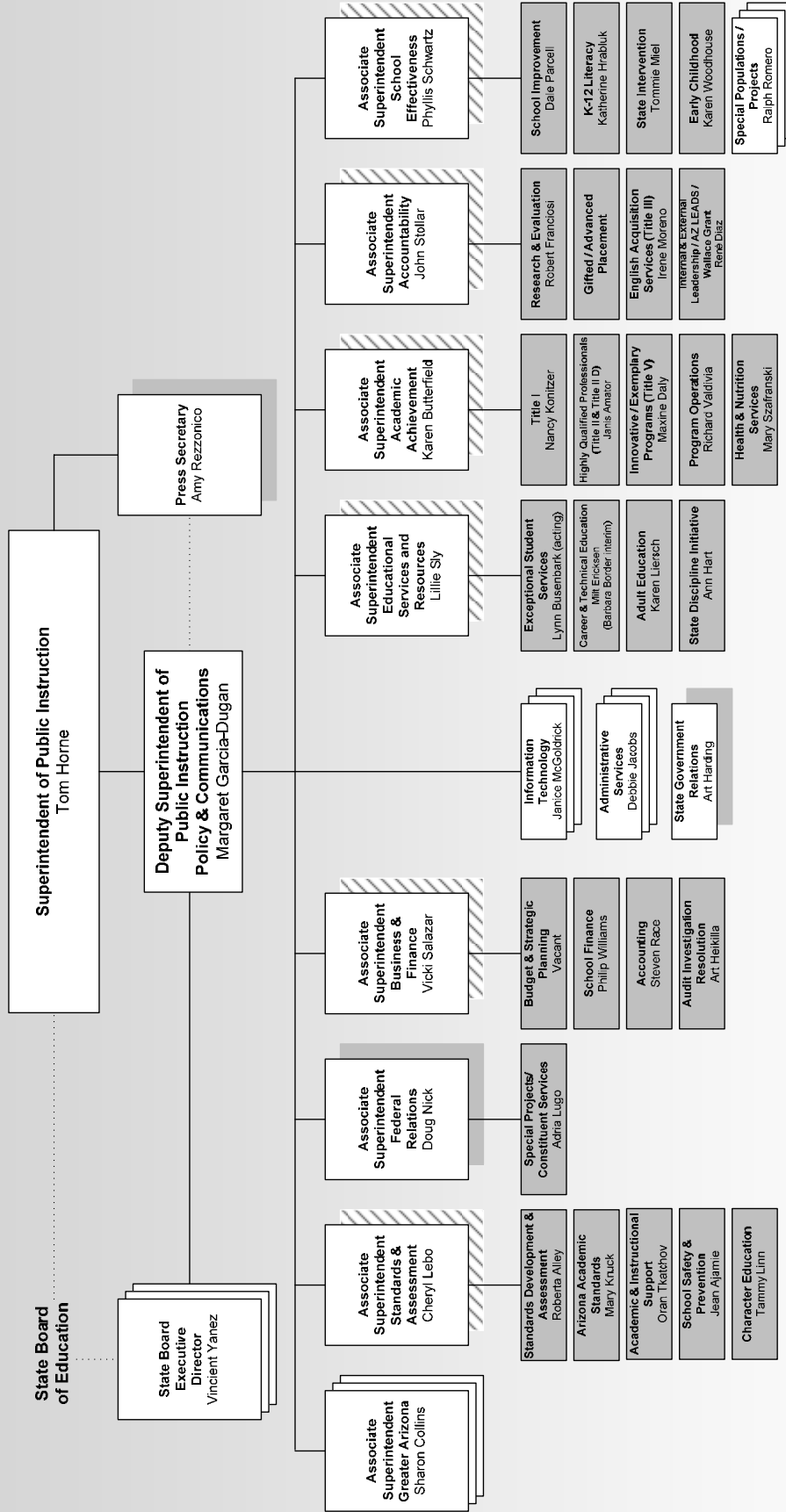
Mr. Horne received his undergraduate degree magna cum laude from Harvard College and his J.D. with honors from the Harvard Law School.

Arizona
Department of
Education

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ARIZONA DEPARTMENT OF EDUCATION



“Contemporary professional learning is results-driven, standards-based, and job embedded.”

NSDC Standards for Performance Development

The School Effectiveness Division recognizes the need for highly qualified instructional leaders and classroom teachers to support student achievement. The Division adheres to the principles and standards for professional development set forth by the US Department of Education and the National Staff Development Council.

Principles of High Quality Professional Development

US Department of Education

- Focuses on teachers as central to student learning, yet includes all other members of the school community.
- Focuses on individual, collegial, and organizational improvement.
- Respects and nurtures the intellectual and leadership capacity of teachers, principals, and others in the school community.
- Enables teachers to develop further expertise in subject content, teaching strategies, uses of technologies, and other essential elements in teaching to high standards.
- Promotes continuous inquiry and improvement embedded in the daily life of schools.
- Is planned collaboratively by those who will participate in and facilitate that development.
- Requires substantial time and other resources.
- Is driven by a coherent long-term plan.
- Is evaluated ultimately on the basis of its impact on teacher effectiveness and student learning, and this assessment guides subsequent professional development efforts.

Purposes of Professional Development for Classroom Implications

National Staff Development Council; Designing Professional Development for Teachers

- **Developing awareness** builds knowledge and awareness in new content or approaches.
Strategies: professional networks, demonstration lessons, and study groups
- **Building knowledge** provides opportunities for teachers to develop knowledge and pedagogical practice.
Strategies: case discussions, immersion experiences, workshops, technology for professional development, and partnerships with specialists in different fields like scientists or mathematicians
- **Translating knowledge into practice** draws on the teacher knowledge base to plan instruction and improve their teaching.
Strategies: coaching, mentoring, curriculum implementation, and demonstration lessons
- **Practicing teaching** is using a new approach, practice, or process with students.
Strategies: examining student work, lesson study, coaching, mentoring, and demonstration lessons
- **Deep reflection** engages teachers in examining their experiences in the classroom and assessing the impact of the changes they have made on their students which encourage teachers to reflect on their own practice.
Strategies: action research, study groups, lesson study, case discussions, and examining student work

The Department of Education recognizes that the professional development it sponsors must be viewed in the context of each district/school site in order for it to be effective. Although we can contribute to developing awareness, building content knowledge, and translating research into practice, professional development *will only have an impact on practice if there is ongoing follow-up and follow-through at the local level.* Therefore, we encourage **districts and school leadership teams** to attend state sponsored training whenever possible.

By using the standards to guide professional development, school/program teams will benefit in the following ways:

Content standards

- Results in learning communities
- Promotes shared leadership
- Requires resources (time, money, and, sometimes, expertise that links professional development to student achievement)

Context standards

- Prepares educators to understand and appreciate all students, create supportive learning environments for them and have high expectations for their achievement
- Deepens educators' content knowledge and ability to provide instruction and assessment so students can meet high academic standards
- Provides educators with knowledge and skills to appropriately involve stakeholders outside the classroom

Process standards

- Encourages data collection and analysis
- Demonstrates using multiple sources of information to guide improvement and demonstrate the impact of change
- Encourages research based decision making
- Uses knowledge about how people learn
- Provides educators with the skills and knowledge to collaborate



Please Note: For the purposes of this catalog, a distinction between professional development and technical assistance is defined as follows:

Professional Development: Ongoing, intensive training focused on deepening content knowledge/skills and/or instructional strategies to more effectively teach state standards and support school improvement efforts

Technical Assistance: (1) Providing support in relation to regulatory mandates (2) Monitoring, assistance and guidance in implementing strategies a school or district has gained through formal professional development

Context Standards	Process Standards	Content Standards
<p>Staff development that improves the learning of all students:</p> <ul style="list-style-type: none"> • Organizes adults into learning communities whose goals are aligned with those of the school and district. (Learning Communities) • Requires skillful school and district leaders who guide continuous instructional improvement. (Leadership) • Requires resources to support adult learning and collaboration. (Resources) 	<p>Staff development that improves the learning of all students:</p> <ul style="list-style-type: none"> • Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (Data-Driven) • Uses multiple sources of information to guide improvement and demonstrate its impact. (Evaluation) • Prepares educators to apply research to decision making. (Research-Based) • Uses learning strategies appropriate to the intended goal. (Design) • Applies knowledge about human learning and change. (Learning) • Provides educators with the knowledge and skills to collaborate. (Collaboration) 	<p>Staff development that improves the learning of all students:</p> <ul style="list-style-type: none"> • Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (Equity) • Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (Quality Teaching) • Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (Family Involvement)

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***For more information, please visit:
<http://www.nsdc.org/standards/index.cfm>***

REGISTRATION INSTRUCTIONS

Registration for all events is completed through our online registration application. Once you have selected the professional development/ technical assistance opportunity you plan to attend please follow the steps below:

STEPS FOR REGISTERING FOR AN EVENT FROM CATALOG:

- Locate the event you would like to attend.
- Click on the title of the event.
- If registration page is available, please read over the event description, and click on the blue and white “Register” icon located next to the time and date of the event. If registration is not available, please use the contact information to receive more information.
- Fill out all fields with the information of the conference attendee. If you do not have a P.O. number, continue registering and bring the P.O. to the event. Continue to the next step.
- Once all fields are completed, press “Send” and print or write down the confirmation number located on the top of the page.
- BRING THE CONFIRMATION NUMBER WITH YOU TO THE EVENT.

STEPS FOR REGISTERING FOR AN EVENT FROM CALENDAR:

- Please visit our Calendar of Events, located at: <http://www.ade.az.gov/online/registration/calendar/RenderCalendar.asp>.
- Find the date for the event you would like to attend by using the calendar located in the upper right-hand corner of the page, and then scroll down the list of events for that day until you find the event you are interested in attending. If you do not know the date of the event, please click on “View Month” and scroll down the list of events. Click on “Choose and Continue” located to the right of the name of the event.
- After reading over the event description, click on the blue and white “Register” icon located next to the time and date of the event.
- Fill out all fields with the information of the conference attendee. If you do not have a P.O. number, continue registering and bring the P.O. to the event. Continue to the next step.
- Once all fields are completed, press “Send” and print or write down the confirmation number located on the top of the page.
- BRING THE CONFIRMATION NUMBER WITH YOU TO THE EVENT.

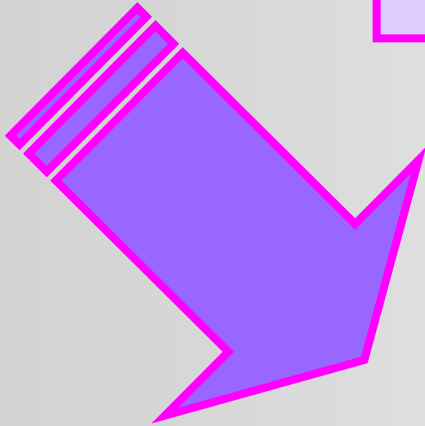
PLEASE NOTE:

Registration confirmation numbers are required on the day of the event. Please use the contact information provided in the catalog if confirmation number is lost.

The Arizona Department of Education reserves the right to:

- Ask participants without confirmation numbers to wait until participants with confirmation numbers are processed.
- Allow all walk-in attendees or those who did not register online to participate only if materials and seats are available. Conference breakfast and lunch might not be provided.
- Charge a sliding fee of \$25.00, \$50.00, or \$75.00 for unregistered participants depending on the original cost of the conference.

Interactive Catalog Features



When utilizing this catalog, please note that many items are interactive.

By clicking on conference titles, contact names, or the table of contents, you will be provided with future conference information, registration capabilities, the ability to quickly move through-out pages, or email templates. Please use these features to save time when choosing future professional development opportunities.



Professional Development/ Technical Assistance Catalog

The [Standards and Rubrics for School Improvement](#) (PDF), are used by schools across our state in order to identify the strengths and limitations of their overall program. The Standards and Rubrics for School Improvement are anchored in the scientifically research-based principles and indicators that consistently distinguish top-performing schools. The indicators are defined within the following four standards:

Standard 1: School and District Leadership Capacity

Standard 2: Curriculum, Instruction, and Professional Development

Standard 3: Classroom and School Assessments

Standard 4: School Culture, Climate, and Communication

This professional development/technical assistance catalog is based around these standards, and lists offerings by function, not division:

Standard 1: School and District Leadership Capacity

Administrator Training
Advocating for Arts
Adult Education
AZ LEARNS
High School Renewal
No Child Left Behind
Observation Protocols
English Language Learners
Conferences

Standard 2: Curriculum, Instruction, and Professional Development

Advanced Placement/International Baccalaureate
Arts Education
Career And Technical Education
Adult Education
Curriculum Mapping
Best Practices
Highly Qualified/ Appropriately Certified
Mathematics
Reading
Science
Social Studies
Writing
Early Learning Standards

Standard 3: Classroom and School Assessments

AIMS and NAEP
Arts Assessments
Data
Early Childhood
Reading Assessments

Standard 4: School Culture, Climate, and Communication

Family Involvement
Classroom Management/Discipline Initiative
Native American Resources
School Environment
Dropout Prevention

A Technical Assistance section is provided for any scheduled and/or requested events that assist in complying with regulatory mandates and Arizona Department of Education initiatives and grant requirements.

Standard I: Leadership

District and School Leadership focuses on improved student achievement

1. Administrator Trainings

- Pg. 12– Arizona K-3 Reading Leadership Academy
- Pg. 13– Collaborative Leadership and Professional Learning Communities
- Pg. 14– Professional Development Leadership Academy (PDLA)
- Pg. 15– Revised Standards and Rubrics for School Improvement
- Pg. 16– New Adult Education Program Director Training
- Pg. 17– Special Education Director Training
- Pg. 18– Leadership Excellence Academies

2. Advocating for Arts

- Pg. 19– Advocating for Arts Education at the Local Level

3. High School Renewal

- Pg. 20– Arizona High School Renewal Initiative on Collaborative Leadership/Personal Learning Communities Summit
- Pg. 21– High School Renewal Conference:
Personalizing Your School Environment Summit

4. No Child Left Behind

- Pg. 22– No Child Left Behind (NCLB) Coordinators Spring Meeting
 - Arizona School Improvement Plan (ASIP) and School-wide (SW) Plan Integration
- Pg. 23– No Child Left Behind (NCLB) Program Quality and Evaluation
 - School-Wide Plan Development
- Pg. 24– Targeted Assistance Programs
 - What Does Scientifically-Based Research Really Mean?
- Pg. 25– AZLEARNS (Profiles)/ NCLB (AYP) Accountability Workshop
 - Standards and Rubrics for School Improvement Training

5. Observation Protocols

- Pg. 26– Teach For Success: Classroom Observation Protocols

6. English Language Learners

- Pg. 28– English Language Learner (ELL) Leadership Summit

7. Conferences

- Pg. 29– Determined to Succeed: Stories of School Improvement
 - MEGA Conference
- Pg. 30– Leading Change Institute



LEADERSHIP: *Administrator Trainings*

K-12 Literacy

Arizona K-3 Reading Leadership Academy

Corresponding Standards from the *Standards and Rubrics for School Improvement*:
Standard 1, 2, 3

INTENT	DESCRIPTION	OUTCOMES
<p>To establish a framework for the key components of an effective comprehensive reading program.</p> <p>Audience/Targeted Attendees:</p> <p>Districts and/or school leadership teams, including teachers, coaches, administrators, curriculum coordinators, assessment directors</p>	<p>This two-day leadership academy outlines the scientific research base of effective reading instruction and defines the components of an effective school improvement model for reading.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Understand the components of Arizona's Reading Initiative• Obtain the content outlined in consensus documents on reading instruction• Understand the connections between the core, supplemental and intervention programs that build comprehensive reading programs• Develop a clear understanding of the effective use of assessment data to make data-based instructional decisions and improve student achievement• Determine all the components of a comprehensive reading program as it relates to transferring the research into practice <p><u>Scheduling Questions and Programmatic Contact:</u> Teresa Rivera Teresa.Rivera@azed.gov</p>

ARIZONA FACT:

ARIZONA BECAME A TERRITORY IN 1864 AND PRESCOTT WAS SELECTED AS THE CAPITAL. PRESCOTT REMAINED THE CAPITAL UNTIL 1889.

LEADERSHIP: *Administrator Trainings*

Title V-Innovative & Exemplary Programs

Collaborative Leadership and Professional Learning Communities

Corresponding Standard from the *Standards and Rubrics for School Improvement*:
Standard 1

INTENT	DESCRIPTION	OUTCOMES
<p>To present a clear depiction of the changing nature of school leadership, the relationship of ongoing professional learning and the process of collaborative leadership.</p> <p>Audience/Targeted Attendees:</p> <p>Superintendents, curriculum directors, principals and school leadership teams including teachers and school partners</p>	<p>This series of workshops presents a variety of successful collaborative leadership models. This will include research and theory behind such models of leadership. It will highlight how systemic change is essential for today's high schools to effectively prepare all students for the high level of performance demanded by the post-secondary environment. In addition, professional learning communities will be explored as a component of the process of establishing high performance leadership and teaching and learning communities.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Compare and contrast models of collaborative leadership• Explain the rationale for initiating such a model as an essential component of systemic change for improved academic performance• Identify the resources available to districts and schools to begin the process of moving towards such a model of leadership and school structure (including Professional Learning Communities)• Demonstrate the importance and nature of Professional Learning Communities in order to articulate an understanding of the quality that such structures bring to the good of the whole organization <p><u>Scheduling Questions:</u> Shannon Tucker shannon.tucker@azed.gov</p> <p><u>Programmatic Contact:</u> Robert Coccagna robert.coccagna@azed.gov</p>

LEADERSHIP: *Administrator Trainings*

Exceptional Student Services

Professional Development Leadership Academy

Corresponding Standard from the *Standards and Rubrics for School Improvement: Standard 1*

INTENT	DESCRIPTION	OUTCOMES
<p>To develop the leadership capacity of teams to design and implement comprehensive systems of quality professional development (PD) that are aligned with school goals and that enhance student learning, thereby creating school cultures that support deep learning for students and adults alike.</p> <p>Audience/Targeted Attendees:</p> <p>Team members from schools, school districts, charters and other educational groups. (Recommended team size is six members of representative stakeholders.) Teams must include at least one administrator with authority to make decisions regarding professional development (principal and/or central office administrator).</p>	<p>In this three-year curriculum, small teams of educators from the same school or district learn together how to design, implement and evaluate a high quality, effective professional development (PD) plan focused on improving schools and raising student achievement.</p> <p>Each year of the training series consists of four, two-day sessions and a three-day Summit in June which serves as a culminating event for the year's work.</p> <p><u>Year 1</u></p> <p>Focus on PD program design basics including data driven decision making, NSDC staff development standards, and PD models.</p> <p><u>Year 2</u></p> <p>Focus on plan implementation, establishment of accountability and evaluation systems.</p> <p><u>Year 3</u></p> <p>Advancement of learning about systemic change and focus on continuous leadership of improvement efforts.</p> <p>Day/Date: http://www.ade.az.gov/ess/pdla/Events.asp</p>	<p>Participants will:</p> <ul style="list-style-type: none"> Describe, analyze, & critique their school or district's current approach to PD Demonstrate skillful collaboration with team members and with colleagues Interpret school data and documents to decide on relevant PD interventions Decide how to build support for the structures and processes that are necessary to sustain quality PD Develop a plan for a comprehensive system of PD, and Implement, evaluate and improve the PD plan <p><u>Registration Questions:</u> Laura Dudzik laura.dudzik@azed.gov</p> <p><u>Programmatic Contact:</u> Donna Campbell donna.campbell@azed.gov</p>

LEADERSHIP: *Administrator Trainings*

Standards-Based Best Practices

Revised Standards and Rubrics Training: Building and Assessing Capacity for School Improvement

Corresponding Standards from the *Standards and Rubrics for School Improvement*:
Standard 1, 2, 3, 4

INTENT	DESCRIPTION	OUTCOMES
<p>To help key district and/or school personnel learn to use the Arizona Department of Education's Standards and Rubrics for School Improvement</p> <p>Audience/Targeted Attendees:</p> <p>Campus-Based or District-Based Leadership Teams</p>	<p>This training, provided by Larry McBiles and staff, is designed to help key district and/or school personnel understand the intended use of the Arizona Department of Education's (ADE) "Standards and Rubrics for School Improvement" as a self-assessment tool that facilitates <i>continual, systemic, organizational improvement</i> leading to increased student achievement. This workshop is a specific response to many schools across the state requesting additional support and technical assistance on how this <i>newly-revised</i> instrument is to be used in light of current accountability requirements – <i>to reach higher levels of performance</i> no matter what their label may be.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Examine the instrument's design and organization, as well as the rationale for its development• Review the latest research about building internal capacity for continuous improvement within a school or district• Analyze the concept of evidence-based evaluation and the importance of data sources and specific evidence to objectively assess and document a school's or district's achievement• Formulate a specific plan for implementing a comprehensive self-assessment in their school or district <p><u>Scheduling Questions and Programmatic Contact:</u> Oran Tkatchov otkatch@ade.az.gov</p>

LEADERSHIP: *Administrator Trainings*

Adult Education

New Adult Education Directors Training

Corresponding Standards from the *Standards and Rubrics for School Improvement*:
Standard 1, 2, 3, 4

INTENT	DESCRIPTION	OUTCOMES
<p>To provide information, materials, and resources to attendees in order to give them the basic information necessary to run a successful adult education program.</p> <p>Audience/Targeted Attendees:</p> <p>New directors of local, state-funded adult education programs and others designated/invited by ADE/AES</p>	<p>This is the free basic-level training for new directors of local, state-funded, adult education programs. Other attendees may be present by request or invitation. The training is approximately 4 hours long and covers the information, documents, regulations, policies and guidelines that govern all state-funded adult education programs.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• List the legislation, guidelines, and policies that govern ADE/AES programs• Understand the importance and relationship between instructional components, content and performance standards, assessment and curricula• Name ADE/AES personnel and understand the basic organizational structures at the state level• Know about the existence of various program documents including multi-year program plans, calendars and mission statements• Name the basic assessment tests and data management systems• Understand the importance of continuing professional learning for all staff <p><u>Scheduling Questions and Programmatic Contact:</u> Wilda Theobald wilda.theobald@azed.gov</p>

"It is the responsibility of every adult... to make sure that children hear what we have learned from the lessons of life, and to hear over and over that we love them and they are not alone."
Marian Wright Edelman

LEADERSHIP: *Administrator Trainings*

Exceptional Student Services

Special Education Directors Training

Corresponding Standards from the *Standards and Rubrics for School Improvement*:
Standard 1, 2, 3, 4

INTENT	DESCRIPTION	OUTCOMES
<p>To provide up to date training and information to all public education agencies in the state to facilitate effective and compliant special education programs that lead to high student achievement.</p> <p>Audience/Targeted Attendees: Arizona Special Education administrators, teachers, and related service providers charged with the education of students with disabilities</p>	<p>The Institute offers courses over a three-day, on-site training. Training provides opportunities for administrators to learn about new concepts, changes to law and best practices for dealing with diverse populations.</p> <p>The focus of the training is field initiated. PEAs indicate through needs surveys and the results of the Arizona Performance Indicators the areas of interest and need. The training may take the form of small group learning tasks, or large group presentations.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Know the state and federal requirements for the implementation of special education services• Be informed of best practices in serving students with disabilities• Learn the latest updates relating to state and federal laws governing special education <p><u>Scheduling Questions and Programmatic Contact:</u> Miriam Podrazik Miriam.podrazik@azed.gov</p>

LEADERSHIP: *Administrator Trainings*

Adult Education

Leadership Excellence Academies

Corresponding Standards from the *Standards and Rubrics for School Improvement*:
Standard 1, 2, 3, 4

INTENT	DESCRIPTION	OUTCOMES
<p>To provide local Adult Education Program managers training in critical leadership skills and concepts specific to adult education and literacy</p> <p>Audience/Targeted Attendees:</p> <p>20 Adult Education Program Directors/ Managers employed by state-sponsored and funded Adult Education Programs selected through an application process</p>	<p>The Leadership Excellence Academy is a pilot program that is being implemented in three states, including Arizona. The Academy is a joint project with ProLiteracy America, the National Adult Education Professional Development Consortium, and funded by Verizon. As a pilot program, Arizona will evaluate the training content, format and delivery of the Academy, as well as requirements for national certification for the completion of interim activities and learning projects.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Complete three training modules via a variety of delivery methods including: face-to-face, online course, and webcasts• Complete project artifacts including a program learning plan based on self assessment, research and student data• Pilot the learning plan and assist the ADE staff in evaluating pilot program effectiveness <p><u>Scheduling Questions and Programmatic Contact:</u> Beverly Wilson beverly.wilson@azed.gov</p>

LEADERSHIP: *Advocating for Arts*

Title V-Innovative & Exemplary Programs

Advocating for Arts Education at the Local Level

Corresponding Standard from the *Standards and Rubrics for School Improvement*:
Standard 1

INTENT	DESCRIPTION	OUTCOMES
<p>To provide tools for local arts education advocates to “make the case” for quality arts education programs in their schools.</p> <p>Audience/Targeted Attendees:</p> <p>Arts education teachers and administrators; parents; students</p>	<p>An interactive lecture/demo for Arizona’s parents, teachers and students as they work to create quality arts education programs in their schools. Models of quality arts education advocacy and programs are shared, as well as research showing how quality programs are maintained over time.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Learn about Arizona statutes and federal laws which support arts education• Examine arts education advocacy models from around the country and the state• Create an arts advocacy plan for their school(s) <p><u>Scheduling Questions:</u> Anne Trujillo anne.trujillo@azed.gov</p> <p><u>Programmatic Contact:</u> Lynn Tuttle lynn.tuttle@azed.gov</p>

“Works of art, in my opinion, are the only objects in the material universe to possess internal order, and that is why, though I don’t believe that only art matters, I do believe in Art for Arts sake.”

E. M. Forster

LEADERSHIP: *High School Renewal*

Title V-Innovative & Exemplary Programs

Arizona High School Renewal Initiative on Collaborative Leadership/ Personal Learning Communities Summit

Corresponding Standards from the *Standards and Rubrics for School Improvement*:
Standard 1, 2

INTENT	DESCRIPTION	OUTCOMES
<p>To present a framework for Arizona high school leaders to identify and become knowledgeable about best and promising practices related to: high school curriculum, instruction, and assessment practices. These areas relate to high school renewal preparing students for the rigorous challenges of the post-secondary world.</p> <p>Audience/Targeted Attendees: Superintendents, curriculum directors, principals/school leadership teams including teachers and school partners</p>	<p>This summit is designed to offer participants a wide range of workshops related to rigorous curriculum design, effective and differentiated instructional strategies and appropriate, varied, reliable assessment practices to meet the needs of all secondary students. In addition to introducing new and innovative models, the workshops are intended to assist district and school-level administrators in understanding how to effectively introduce and implement critical change within their schools as it relates to improvement in these areas.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Recognize/describe elements of a rigorous/relevant curriculum (as identified through research and best practices)• Identify specific and differentiated models of instruction that motivate all students to achieve at high levels of performance• Develop/implement varied, reliable assessment strategies for all secondary students to demonstrate mastery of specific content (as it is measured in relation to state content and performance standards)• Understand and be able to use the various strategies to design and implement changes related to curriculum, instruction and assessment <p><u>Registration Questions:</u> Shannon Tucker shannon.tucker@azed.gov</p> <p><u>Programmatic Contact:</u> Robert Coccagna robert.coccagna@azed.gov</p>

LEADERSHIP: *High School Renewal*

Innovative & Exemplary Programs

High School Renewal Conference: Personalizing Your School Environment

Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 4

INTENT	DESCRIPTION	OUTCOMES
<p>To provide district and school leaders with understanding of the importance of personalizing the climate for student success, as well as provide examples of various best and promising strategies for making such a climate possible in all schools.</p> <p>Audience/Targeted Attendees: Superintendents, curriculum directors, principals/school leadership teams including teachers and school partners</p>	<p>Through a series of workshops and presentations, participants will be offered a variety of examples of successful strategies and programs. These lead to meaningful personalization of the school climate which has been demonstrated to have meaningful impact on student well-being and achievement. In addition, presentations will be made which explain the theory behind why such personalization is essential to effectively working with today's youth in an effort to support them in achieving standards at a high level of proficiency.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Develop a better understanding of the research that supports the need for personalization of the school climate for student success,• Experience a variety of examples of successful programs that have initiated changes focused on personalization of the school climate and which have led to higher levels of student achievement and• Receive information and resources to assist them in making their own districts and schools more personalized institutions which address the needs of the individual student. <p><u>Scheduling Questions:</u> Shannon Tucker shannon.tucker@azed.gov</p> <p><u>Programmatic Contact:</u> Robert Coccagna robert.coccagna@azed.gov</p>

"Science is organized knowledge. Wisdom is organized life."
Immanuel Kant

LEADERSHIP: *No Child Left Behind*

Title I – NCLB

No Child Left Behind (NCLB) Coordinators Spring Meeting

Corresponding Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 4

INTENT	DESCRIPTION	OUTCOMES
<p>To provide updated information regarding the implementation of <i>No Child Left Behind</i> (NCLB) Consolidated Programs and address compliance issues. Discuss procedures for completing current year projects and planning/ applying for upcoming year projects.</p> <p>Audience/Targeted Attendees:</p> <p>NCLB program coordinators, federal program coordinators, Title I coordinators and Title I school staff</p>	<p>Arizona Department of Education (ADE) staff will present current trends and information affecting the implementation of NCLB programs. Activities include the opportunity to provide input/feedback regarding NCLB.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Share questions and/or concerns with ADE staff • Utilize ADE systems effectively/in a timely manner when applying for funding and reporting on projects • Network with colleagues to engage in discussions and discover additional resources <p><u>Scheduling Questions and Programmatic Contact:</u> Christopher Dickinson christopher.dickinson@azed.gov</p>

Title I – NCLB

Arizona School Improvement Plan (ASIP) and School-wide (SW) Plan Integration

Corresponding Standards from the *Standards and Rubrics for School Improvement*:
Standard 1, 2, 3, 4

INTENT	DESCRIPTION	OUTCOMES
<p>To provide information on how to integrate the Arizona school improvement plans and school-wide plans.</p> <p>Audience/Targeted Attendees:</p> <p>NCLB coordinators, Title I coordinators and Title I school staff</p>	<p>This training will cover the requirements and processes for the development of Arizona school improvement and school-wide plans.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Identify similarities/differences of Arizona school improvement and school-wide plans • Develop an integrated plan that includes needs, goals, implementation/ evaluation • Implement the Title I school process for planning, writing and evaluating integrated plans <p><u>Scheduling Questions:</u> Tee Lambert tee.lambert@azed.gov</p> <p><u>Programmatic Contact:</u> Gary Fortney gary.fortney@azed.gov</p>

LEADERSHIP: *No Child Left Behind*

Title I – NCLB

No Child Left Behind (NCLB) Program Quality and Evaluation

Corresponding Standards from the *Standards and Rubrics for School Improvement*:
Standard 1, 2, 3, 4

INTENT	DESCRIPTION	OUTCOMES
<p>To enhance staff capability in Title I schools and Local Educational Agencies (LEAs) in the use of research and data to improve services to Title I students.</p> <p>Audience/Targeted Attendees:</p> <p>NCLB coordinators, Title I coordinators, Title I school staff</p>	<p>Participants will learn about the process for evaluating a Title I program to include collecting and analyzing data, as well as making decisions about the program's effectiveness.</p> <p>Types of effective programs and sources for research-based solutions will also be presented.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Apply the evaluation process to Title I programs• Evaluate research-based programs to meet the school's needs <p><u>Scheduling Questions and Programmatic Contact:</u> Nancy Konitzer nancy.konitzer@azed.gov</p>

Title I – NCLB

School-wide Plan Development

Corresponding Standards from the *Standards and Rubrics for School Improvement*:
Standard 1, 2, 3, 4

INTENT	DESCRIPTION	OUTCOMES
<p>To provide information on the requirements of a Title I school-wide program.</p> <p>Audience/Targeted Attendees:</p> <p>NCLB coordinators, Title I coordinators and Title I school staff</p>	<p>This training will cover the requirements from the <i>No Child Left Behind Act</i> (NCLB) and the process for developing a plan for a Title I school-wide program.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Identify the components of a school-wide Title I plan• Lead a team of stakeholders in developing a plan (including needs assessment, program design, implementation and evaluation components)• Provide administrative support to the Title I school in planning, reporting and evaluating of the school-wide program <p><u>Scheduling Questions and Programmatic Contact:</u> Gary Fortney gary.fortney@azed.gov</p>

LEADERSHIP: *No Child Left Behind*

Title I – NCLB

Targeted Assistance Programs

Corresponding Standards from the *Standards and Rubrics for School Improvement*:
Standard 1, 2, 3, 4

INTENT	DESCRIPTION	OUTCOMES
<p>To provide information on the requirements of Targeted Assistance Programs</p> <p>Audience/Targeted Attendees: NCLB coordinators, Title I coordinators and Title I school staff.</p>	<p>This training will cover the required <i>No Child Left Behind</i> (NCLB) components for the development of a Targeted Assistance Title I Program.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> Identify components of a Title I Targeted Assistance Program and Provide administrative support to Title I-targeted assistance schools. <p><u>Scheduling Questions and Programmatic Contacts:</u> Gary Fortney gary.fortney@azed.gov Madeline Coccagna madeline.coccagna@azed.gov</p>

Title I – NCLB

What Does Scientifically-Based Research Mean?

Corresponding Standards from the *Standards and Rubrics for School Improvement*:
Standard 1, 2, 3, 4

INTENT	DESCRIPTION	OUTCOMES
<p>To familiarize Local Educational Agencies (LEAs) and school staff with scientifically-based research and how it can be used to improve programs for students and teachers.</p> <p>Audience/Targeted Attendees: NCLB coordinators, Title I coordinators and Title I school staff</p>	<p>The <i>No Child Left Behind Act</i> (NCLB) provides a specific definition of scientifically-based research (SBR) and requires schools and LEAs to use SBR when determining programs funded under the law. This training will provide:</p> <ul style="list-style-type: none"> * An outline of the SBR requirements, Examples of programs that have a proven success rate as shown by SBR and * Assistance in evaluating claims of success by programs (that support instruction and/or professional development for teachers) to lead to improvement in academic achievement of students. 	<p>Participants will:</p> <ul style="list-style-type: none"> Identify whether a research design meets SBR definitions Compare SBR programs and identify applicability to their own school or LEA Assist in the planning processes at the schools or the LEA for NCLB programs that require SBR considerations <p><u>Scheduling Questions and Programmatic Contact:</u> Barbara Presler barbara.presler@azed.gov</p>

LEADERSHIP: No Child Left Behind

Research and Evaluation

AZ LEARNS (Profiles)/ NCLB (AYP) Accountability Workshop

Corresponding Standards from the *Standards and Rubrics for School Improvement*:
Standard 1, 2, 3, 4

INTENT	DESCRIPTION	OUTCOMES
<p>To clarify the state and federal accountability systems for attendees.</p> <p>Audience/Targeted Attendees: District superintendents, charter business managers, principals, charter administrators, and all accountability staff</p>	<p>The ADE has created an informative workshop designed to provide superintendents, principals, and staff detailed information about AZ LEARNS and NCLB accountability requirements and to demystify the state and federal accountability systems.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Receive updates on changes to AZ LEARNS and NCLB formulas • Learn how to calculate an AZ LEARNS achievement profile • Determine if the school made AYP • Receive tips and precautions to help interpret the accountability systems and how to write appeals and correct data <p><u>Scheduling Questions and Programmatic Contact:</u> Aleks Kadijevic Achieve@azed.gov</p>

School Improvement

Standards and Rubrics for School Improvement Training

Corresponding Standards from the *Standards and Rubrics for School Improvement*:
Standard 1, 2, 3, 4

INTENT	DESCRIPTION	OUTCOMES
<p>To assist schools in successfully implementing their Arizona School Improvement Plan.</p> <p>Audience/Targeted Attendees: Underperforming Schools</p>	<p>Trainings are divided into three sections. The first part is an overview of the SRSI document itself as well as the supporting Resource Guide. The second involves how a school can effectively create and implement a comprehensive needs assessment and how to use this information in your school improvement planning. The final element addresses the issues of stakeholder buy-in as well as nuts and bolts tips on conducting the assessment.</p> <p>The SRSI trainings address three fundamental questions:</p> <ol style="list-style-type: none"> 1) How can the SRSI work to improve your school? 2) How do they support the effective use of a needs assessment? 3) How can the Standards and Rubrics assist in the completion of an ASIP? 	<p>Participants will:</p> <ul style="list-style-type: none"> • Understand how the Standards and Rubrics can work to improve your school • Learn how to use them in implementing an effective needs assessment • Understand how needs assessments can be used when writing an Arizona School Improvement Plan <p><u>Programmatic Contact:</u> Brian Putnam bputnam@ade.az.gov</p>

LEADERSHIP: *Observation Protocols*

Standards-Based Best Practices

Teach For Success: Classroom Observation Protocol I

Corresponding Standards from the *Standards and Rubrics for School Improvement*:
Standard 1, 2, 3, 4

INTENT	DESCRIPTION	OUTCOMES
<p>Provide administrators and teachers with a research based framework that provides criteria and definitions in improving instructional practices.</p> <p>Audience/Targeted Attendees:</p> <p>District leaders and school teams, including teachers, site leaders, and academic coaches– attending in teams is encouraged</p>	<p>This two-day foundational institute by WestEd covers seven aspects of effective instruction in parallel sessions designed for teachers and for administrators. In addition to lecture, modeling, and discussion activities, participants practice utilizing the protocol to understand how it can guide their teaching and/or guide observing and analyzing classroom instruction.</p> <p>The T4S Foundational Institute is based on the <i>Teach for Success Classroom Observation Protocol</i>, a research-based framework that provides administrators and teachers with criteria and definitions to impartially discuss the process of teaching and how to improve classroom instructional practices. During the institute, teachers, academic coaches, and district and site leaders explore practices that have been found to enhance achievement for all students.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Apply research-based instructional practices needed to plan, deliver, and assess effective standards-based instruction• Understand a process to lead and sustain an organizational culture able to plan, deliver, and assess effective standards-based instruction• Classify the five supervisory messages to provide classroom teachers with specific feedback on their classroom practices.• Assess teacher classroom practices to determine the effectiveness of instruction• Develop common vocabulary and understanding of seven components of effective teaching <p><u>Scheduling Questions and Programmatic Contact:</u> Oran Tkatchov otkatch@ade.az.gov</p>

“Strive for excellence, not perfection.”
H. L. Jackson Brown Jr.

LEADERSHIP: *Observation Protocols*

Standards-Based Best Practices

Teach For Success: Classroom Observation Protocol II

Corresponding Standards from the *Standards and Rubrics for School Improvement*:
Standard 1, 2, 3, 4

INTENT	DESCRIPTION	OUTCOMES
<p>As a continuation of the T4S Classroom Observation Protocol, this academy provides more practice with the protocol and additional coaching techniques.</p> <p>Audience/Targeted Attendees:</p> <p>District leaders and school teams, including teachers, site leaders, and academic coaches—attending in teams is encouraged</p> <p>Prerequisite: Classroom Observation Protocol I</p>	<p>The Teach for Success Classroom Observation Protocol is a research-based framework that district and school leadership can use to observe and analyze the quality of classroom practices and instruction to determine the professional development needs of the school staff members. Presented by WestEd, this two-day event is a continuation of the Classroom Observation Protocol, with emphasis placed on coaching teachers and extensive practice with the protocol.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Review the elements of the protocol• Practice utilizing the protocol to determine the professional development needs of the school• Maximize coaching opportunities for teachers success after observing their classroom practices <p><u>Scheduling Questions and Programmatic Contact:</u> Oran Tkatchov otkatch@ade.az.gov</p>

"Few will have the greatness to bend history itself; but each of us can work to change a small portion of events, and in the total of all those acts will be written the history of this generation."

Robert F. Kennedy

LEADERSHIP: *English Language Learner Leadership*

Title III: English Acquisition Services

English Language Learner (ELL) Leadership Summit

Corresponding Standards from the *Standards and Rubrics for School Improvement*:
Standard 1, 2, 3, 4

INTENT	DESCRIPTION	OUTCOMES
<p>Provide district and school leaders with the information and resources to help them provide strong leadership, coherent ELL instruction, effectively use ELL data to guide instruction and promote ELL academic achievement.</p> <p>Audience/Targeted Attendees:</p> <p>District superintendents, school principals, charter holders and school leadership teams</p>	<p>This one-day ELL Leadership Summit provides district and school leaders with the information and resources to help them provide strong leadership, coherent ELL instruction, effectively use ELL data to guide instruction and promote ELL academic achievement.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Understand their critical role in guiding staff and implementing district/school systemic change for ELL students,• Understand how critical data is to the ELL education process and• Learn effective real-world evaluation techniques and practical use of ELL data. <p><u>Registration Questions:</u> Pat Scott pat.scott@azed.gov</p> <p><u>Programmatic Contact:</u> Micky Gutier micky.gutier@azed.gov</p>

LEADERSHIP: *Conferences*

Standards-Based Best Practices

Determined to Succeed: Stories of School Improvement

Corresponding Standards from the *Standards and Rubrics for School Improvement*:
Standard 1, 2, 3, 4

INTENT	DESCRIPTION	OUTCOMES
<p>To discover the potential for academic achievement by analyzing the success of schools with similar characteristics.</p> <p>Audience/Targeted Attendees:</p> <p>County, district, or teacher leaders who deliver standards-based professional development K– 8</p>	<p>This annual two-day conference will feature over 20 Arizona schools from different demographics that have made significant progress when compared to schools of similar characteristics. These schools will share strategies that have worked when faced with high student mobility, high populations of English Language Learners, and/or high poverty. School principals and teachers will tell their stories of providing quality education to specific student populations, as well as showcase examples of what has led to success in their school community.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Develop skills and strategies for specific student populations• Recognize the characteristics of effective schools• Identify best practices in after school programs• Build collaboration with other Arizona schools with similar characteristics <p><u>Scheduling Questions and Programmatic Contact:</u> Oran Tkatchov otkatch@azed.gov</p>

Title I – NCLB

MEGA Conference

Corresponding Standards from the *Standards and Rubrics for School Improvement*:
Standard 1, 2, 3, 4

INTENT	DESCRIPTION	OUTCOMES
<p>To provide the latest information to K-12 education stakeholders on the requirements of current federal law, the effective implementation of federally funded programs, and any current initiatives of the Superintendent.</p> <p>Audience/Targeted Attendees:</p> <p>Superintendents, LEA administrators, NCLB coordinators, principals, teachers, Title I staff, federal program officers, professional development coordinators and parents</p>	<p>The MEGA Conference is an annual assemblage under the umbrella of NCLB. Sessions are organized around an annual theme that provides technical assistance and/or professional development for the attendees.</p> <p>As a cooperative effort by multiple divisions of the ADE, the MEGA Conference provides opportunities to meet with and learn from a variety of department, school, and district staff members.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Comply with federal program requirements• Choose and implement effective programs of instruction or professional development in order to meet student achievement goals• Meet with other colleagues, engage in discussions, and discover additional resources <p><u>Scheduling Questions and Programmatic Contact:</u> Christopher Dickinson christopher.dickinson@azed.gov</p>

LEADERSHIP: *Conferences*

Standards-Based Best Practices

Leading Change Institute

Corresponding Standards from the *Standards and Rubrics for School Improvement*:
Standard 1, 2, 3, 4

INTENT	DESCRIPTION	OUTCOMES
<p>To build the capacity of teacher and administrator teams to lead change in: Curriculum, Instruction, and Professional Development; Assessment; and School Culture, Climate, and Communication.</p> <p>Audience/Targeted Attendees:</p> <p>Districts and/or school leadership teams, including teachers, coaches, administrators, curriculum coordinators, assessment directors</p>	<p>The activities and events at this annual four-day summer institute will focus on strategies to change systems, structures, and behaviors in order to positively impact student learning. With collaborating efforts from WestEd's Huck Fitterer and Larry McBiles and team at the Arizona Foundation for Resource Education, each day will be structured to address one of Arizona's Standards for School Improvement.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Define the characteristics of strong leadership focused on student learning • Recognize the key stages of the change process • Identify common barriers to change and strategies to overcome them • Develop strategies to become a change agent • Define the characteristics of high-functioning teams focused on student learning • Develop a deeper understanding of Arizona's Standards for School Improvement • Develop a plan that translates the research into actions that will change their system, structures, and behaviors to improve student learning <p><u>Scheduling Questions and Programmatic Contact:</u> Oran Tkatchov otkatch@azed.gov</p>

Standard II: Curriculum, Instruction, and Professional Development

Rigorous curriculum and quality instruction provide all students the opportunity to meet or exceed Arizona Academic Standards

1. Advanced Placement/ International Baccalaureate

- Pg. 34– Are They Making a Difference for Gifted Students?
- Pg. 35– Growing Your AP/IB Program
- Pg. 36– Compliance with Arizona’s Gifted Education Mandate

2. Arts Education

- Pg. 37– Arts Education Conference
 - Arts Standards Implementation
- Pg. 38– District Arts Coordinator Quarterly Meeting
 - Overview of Arts Education from the State Perspective
- Pg. 39– University Arts Education Faculty Biannual Meeting

3. Career and Technical Education

- Pg. 40– Arizona Educator Proficiency Assessments (AEPA) Workshop
- Pg. 41– Agriscience Education
- Pg. 43– Industrial Technology Education
- Pg. 56– Business Education
- Pg. 60– Education Professions
- Pg. 61– Family and Consumer Sciences Education
- Pg. 64– Health and Community Service Careers (HCSC)
- Pg. 67– Marketing Education
- Pg. 68– Workforce Development

4. Adult Education

- Pg. 69– Arizona Adult Education Digital Storytelling Institute
- Pg. 70– Distance Learning 101: Teaching Adult Learners at a Distance
- Pg. 71– Distance Learning 102: Study Groups
- Pg. 72– Distance Learning 103: Evaluating Resources
- Pg. 73– Arizona Distance Education for Adult Learners (ADEAL) Workshop
- Pg. 74– Adult Education State Conference
- Pg. 75– Bridges to Practice
- Pg. 76– Project Teachers Investigating Adult Numeracy (TIAN)
 - Technology Integration Project

5. Curriculum Mapping

- Pg. 77– Curriculum Mapping I
 - Advanced Curriculum Mapping

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Standard II: Curriculum, Instruction, and Professional Development

Rigorous curriculum and quality instruction provide all students the opportunity to meet or exceed Arizona Academic Standards

6. Best Practices

- Pg. 78– Research-Based Summer School
- Pg. 79– Differentiated Instruction
- Pg. 80– Improving Instructional Quality: The Key to Ensuring Student Success
- Pg. 81– Teaching in a Standards-Based System
 - Selecting Curricula Seminar
- Pg. 82– Arizona High Achievement for All

7. Highly Qualified

- Pg. 83– National Board Certified Teacher (NBCT) Facilitator Training
- Pg. 84– Professional Development Leadership Academy (PDLA)

8. Math

- Pg. 85– Number Sense Training-of-Trainers Institute K-3
- Pg. 86– Number Sense Training-of-Trainers Institute 7-12
- Pg. 87– Selecting Curricula Seminar
- Pg. 88– Considering New Mathematics Curricula Seminar
 - Mathematics and Science Standards Academy
- Pg. 89– Systematic Listing and Counting with Connections to Algebra and Probability Training-of-Trainers Institute K-12
 - Vertex-Edge Graphs Training-of-Trainers Institute K-8

9. Reading

- Pg. 90– Adolescent Readers: Teaching Essential Components of Reading
 - Elements of Effective Reading Lessons: Increasing Vocabulary Knowledge– An Essential Element in Raising Reading Achievement
- Pg. 91– Language Essentials for Teachers of Reading and Spelling (LETRS) for Adolescent Readers
 - Language Essentials for Teachers of Reading and Spelling (LETRS)
- Pg. 92– Foundations of Scientifically-Based Reading Instruction for K-3
 - Struggling Adolescent Readers
- Pg. 93– Training-of-Trainers: Foundations of Scientifically-Based Reading Instruction
- Pg. 94– SIG Reading Program

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Curriculum, Instruction, and
Professional Development

Standard II: Curriculum, Instruction, and Professional Development

Rigorous curriculum and quality instruction provide all students the opportunity to meet or exceed Arizona Academic Standards

10. Science

- Pg. 95– Training-of-Trainers: The Science Standard and the Backward Design Model
 - Unwrapping the Science Standard and the Backward Design Model Grades K-12
- Pg. 96– Mathematics and Science Standards Academy
 - Training-of-Trainers K-8 Physical Science, Concept 1: What Teachers Need to Know and Be Able to Teach
- Pg. 97– Properties of Matter (Grades 5-8)

11. Social Studies

- Pg. 98– Introducing the Social Studies Standard Institute
 - Social Studies Standard: What Teachers Need to Know and Be Able to Teach

12. Writing

- Pg. 99– Six Traits and AIMS: A Two Day Training-of-Trainers Institute
 - Six Traits and AIMS: An Introduction to Using Six Traits in Arizona Classrooms

13. Early Childhood

- Pg.100– Arizona Early Learning Standards (AELS)
- Pg.101– Implementing the National Individualizing Preschool Inclusion Project

14. Nutrition

- Pg.102– Arizona Nutrition Standards

Advanced Placement

Advanced Placement and
International Baccalaureate Coursework:
Are They Making a Difference for Gifted Students?

Corresponding Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 3

INTENT	DESCRIPTION	OUTCOMES
<p>To provide an opportunity for the target audience to examine the existing approach to meeting the needs of high school gifted students and how a school might modify that approach using an Advanced Placement or International Baccalaureate program.</p> <p>Audience/Targeted Attendees: Gifted education teachers (middle and high school), gifted education coordinators and administrators</p>	<p>This workshop challenges the audience to examine the existing notion that the appropriate gifted program for high school students is a successful Advanced Placement or International Baccalaureate program. After exploring the startling statistics concerning college success and the basics of each program, participants will be asked the question, "Is this sufficient to meet gifted students needs?" To assist in their deliberation, research from the gifted community will be presented. Ultimately, an answer to the problematic question will be provided with a potential solution explored.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Examine the existing high school/ middle school gifted education programs,• Explain the basic tenets of an Advanced Placement or International Baccalaureate approach to the needs of gifted students,• Assess the best practices that researchers in gifted education describe about the special need of those students,• Look at Arizona law regarding the requirements for gifted education programs and• React to a proposal for changes in the delivery of services to gifted students at the middle/high school level. <p>Programmatic Contact: Sandra Skelton sandra.skelton@azed.gov</p>



CURRICULUM: *Advanced Placement/ International Baccalaureate*

Advanced Placement

Growing your Advanced Placement/ International Baccalaureate (AP/IB) Program

Corresponding Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 3, 4

INTENT	DESCRIPTION	OUTCOMES
<p>To provide the targeted audience with the knowledge, skills and attitude to create, support and grow a rigorous academic program for all students.</p> <p>Audience/Targeted Attendees: Middle/high school administrators, teachers and counselors</p>	<p>This two-hour workshop is fundamental for anyone embarking on the process of creating either an AP or IB program. There are specific points of knowledge that the individual leading the implementation strategy must know in order to be successful. There are obvious roadblocks that will be encountered; this workshop will help participants develop the tools to make their implementation successful. No real previous knowledge of either program is necessary for participants, just a motivation to raise the bar for all students.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Learn the essential components of an AP/IB program and the best practices for growing the program• Explain the need for rigorous course-work for all students• Assess statistics related to college success rate and remediation• Critique strategies for creating, implementing and growing an effective AP/IB program• Identify the roadblocks to successful implementation and the techniques for overcoming those obstacles <p><u>Scheduling Questions:</u> Administrative Assistant 602-364-1908</p> <p><u>Programmatic Contact:</u> Sandra Skelton sandra.skelton@azed.gov</p>

CURRICULUM: *Advanced Placement/ International Baccalaureate*

Advanced Placement

Compliance with Arizona's Gifted Education Mandate

Corresponding Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 3, 4

INTENT	DESCRIPTION	OUTCOMES
<p>To provide school district personnel with the essential compliance requirements for the Arizona Gifted Education Mandate.</p> <p>Audience/Targeted Attendees: School administrators, teachers, counselors and parents</p>	<p>This workshop provides an orientation to Title 15, Chapter 7, Article 4.1: The Arizona Gifted Education Mandate. Gifted education is a requirement for all traditional school districts kindergarten through 12th grade. This workshop addresses all key components of state law including: Gifted education Scope and Sequence, program design, testing and identification, teacher endorsement requirements and funding. This workshop provides examples of successful gifted education programs designed to allow gifted children to "be gifted" everyday. Presentation includes a discussion of student achievement data associated with various program models.</p> <p>Note: This workshop is offered at no cost for school districts and is typically scheduled for 2 or 3 hours per session.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Demonstrate knowledge of key compliance components of Arizona's Gifted Mandate,• Demonstrate knowledge of the essential elements of a successful gifted education program,• Understand achievement gains associated with various gifted program models and• Demonstrate knowledge of testing and identification methods for gifted children. <p><u>Scheduling Questions:</u> Anne Trujillo anne.trujillo@azed.gov</p> <p><u>Programmatic Contact:</u> Sandra Skelton sandra.skelton@azed.gov</p>

CURRICULUM: *Arts Education*

Innovative & Exemplary Programs

Arts Education Conference

Corresponding Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 3

INTENT	DESCRIPTION	OUTCOMES
<p>To provide professional development for arts education administrators, educators, advocates, parents and artists throughout the state.</p> <p>Audience/Targeted Attendees: Administrators, teachers, artists and parents</p>	<p>A two-day statewide gathering of arts education practitioners and advocates will be provided information on how to build quality arts education programs in Arizona.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Engage in dialogue with colleagues from around the state• Examine the newly revised Academic Standards in the Arts• Create an Arts Education Strategic Plan for Arizona <p>Registration Questions: Anne Trujillo anne.trujillo@azed.gov</p> <p>Programmatic Contact: Lynn Tuttle lynn.tuttle@azed.gov</p>

Innovative & Exemplary Programs

Arts Standards Implementation – an Overview

Corresponding Standards from the *Standards and Rubrics for School Improvement*:
Standard 2

INTENT	DESCRIPTION	OUTCOMES
<p>To provide an overview of the new Arizona K-12 arts standards and how schools can implement them.</p> <p>Audience/Targeted Attendees: Local Educational Agency (LEA) administrators and arts educators</p>	<p>Members of the Arts Standards Revision Committee will provide participants with an introduction to the newly revised standards (including where we've been and why we've changed) as well as lead participants in a process to begin implementing the new standards in their schools.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Learn about the newly revised Academic Standards in the Arts and• Create a plan to implement the Arts Standards in their school(s) including curriculum alignment to the Standards. <p>Scheduling Questions: Anne Trujillo anne.trujillo@azed.gov</p> <p>Programmatic Contact: Lynn Tuttle lynn.tuttle@azed.gov</p>

CURRICULUM: *Arts Education*

Innovative & Exemplary Programs

District Arts Coordinator Quarterly Meeting

Corresponding Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 3

INTENT	DESCRIPTION	OUTCOMES
<p>To provide a networking opportunity for arts coordinators throughout the state to share best practices and concerns with each other and the Arizona Department of Education (ADE).</p> <p>Audience/Targeted Attendees: District Arts Coordinators, their designees and educators/ administrators interested in arts education</p>	<p>A quarterly two-hour gathering of arts educators, these meetings provide an opportunity to share ideas and solutions. These are held in conjunction with the annual <i>Arizona Arts Education Association</i> and the <i>Arizona Music Educators Association</i> annual meetings, as well as in August and March.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Learn about arts education offerings throughout Arizona• Identify best practices and burgeoning issues in arts education• Provide input to the AZ Department on Education regarding arts education issues and policies <p>Registration Questions: Anne Trujillo anne.trujillo@azed.gov</p> <p>Programmatic Contact: Lynn Tuttle lynn.tuttle@azed.gov</p>

Innovative & Exemplary Programs

Overview of Arts Education from the State Perspective

Corresponding Standards from the *Standards and Rubrics for School Improvement*:
Standard 1, 2

INTENT	DESCRIPTION	OUTCOMES
<p>To provide an introduction to the status of Arts Education in Arizona and the multiple ways the Arizona Department of Education (ADE) supports quality arts education in Arizona schools.</p> <p>Audience/Targeted Attendees: Arts education administrators and teachers, pre-service arts educators, parents and community organizations</p>	<p>An interactive lecture/demo designed to introduce Arizonans to arts education. This includes an overview of state and federal law as well as the variety of services provided by ADE to support arts education in our state.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Learn about Arizona statutes and federal laws which support arts education,• Examine current arts education practices and programs at ADE and• Provide input to ADE on ways to create better arts education opportunities for Arizona students <p>Programmatic Contact: Lynn Tuttle lynn.tuttle@azed.gov</p>

Innovative & Exemplary Programs

University Arts Education Faculty Biannual Meeting

Corresponding Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 3

INTENT	DESCRIPTION	OUTCOMES
<p>To provide a networking opportunity for arts education faculty throughout the state to share ideas and concerns with each other and the Arizona Department of Education.</p> <p>Audience/Eligible Attendees: Arts education faculty and their administration from Arizona public universities</p>	<p>A semi-annual gathering of faculty; these meetings provide an opportunity to share ideas and solutions.</p>	<p>Participants will:</p> <ul style="list-style-type: none">Learn what colleagues are doing across the state in arts education research and practice,Develop educational policies and practices which support quality arts education pre-service training andProvide input to the Arizona Department of Education regarding arts education issues and policies. <p>Scheduling Questions: Anne Trujillo anne.trujillo@azed.gov</p> <p>Programmatic Contact: Lynn Tuttle lynn.tuttle@azed.gov</p>

“The arts are an even better barometer of what is happening in our world than the stock market or the debates in congress.”
Hendrik Willem Van Loon

CURRICULUM: *Career and Technical Education*

Career and Technical Education

Arizona Educator Proficiency Assessments (AEPA)

Workshop

Corresponding Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
<p>Anyone new to teaching and planning to apply for Secondary Certification should plan to attend this workshop where you will learn what to expect on exam day and how to alleviate test anxiety.</p> <p>Audience/Targeted Attendees: This workshop is designed for CTE. Any teacher, however, who is planning on taking the AEPA test will benefit from the presentation.</p>	<p>This workshop will help instructors pass the AEPA. The state of Arizona is committed to maintaining a body of educators capable of enhancing student achievement and meeting the demands and expectations of the state's dynamic and diverse society. The Arizona State Board of Education adopted rules regarding the evaluation of educators applying for state certifications. Candidates for teacher certification must pass a test of professional knowledge. The Arizona Educator Proficiency Assessments (AEPA)TM were designed to ensure that each certified teacher has the necessary knowledge to teach in Arizona public schools.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Learn to write a winning essay• The Top 20 things you should take care of within 24 hours of your test• Understand how the AEPA time limits are the #1 enemy of most test takers• Learn to avoid this time-draining mistake on tests <p><u>Scheduling Questions and Programmatic Contact:</u> Joe Epperson joe.epperson@azed.gov</p>

CURRICULUM: *Agriscience Education*

Career and Technical Education

Program Review Instruction

Corresponding Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
<p>To provide information to administrators and Agriscience instructors regarding the Program Review process to receive Science and Industry program certification.</p> <p>Audience/Targeted Attendees: Secondary Agriscience instructors only</p>	<p>Five all-day sessions are held regarding the purpose and process relating to the Program Review for the new Agriculture Business Management-Agriscience Curriculum.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Train teachers and administrators to become familiar with the Program Review process• Inform teachers of higher order instructional methods• Develop curriculum plans with academic and Agriscience crosswalks <p><u>Scheduling Questions and Programmatic Contact:</u> Dennis Fiscus dennis.fiscus@azed.gov</p>

Career and Technical Education

Curriculum and Assessments Project

Corresponding Standards from the *Standards and Rubrics for School Improvement*:
Standard 1, 2, 3, 4

INTENT	DESCRIPTION	OUTCOMES
<p>To provide a set of lesson plans and assessments for each of the new Agriscience Standards and Measurement Criteria</p> <p>Audience/Targeted Attendees: Secondary Agriscience instructors only</p>	<p>This project consists of coordinating, planning, reviewing, and producing classroom ready, cross walked lesson plans and assessments.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Provide lesson plans with appropriate assessments and academic crosswalks to the Agriscience instructors in Arizona• Provide lesson plans in a format that is acceptable to the majority of the school districts in Arizona• Provide assessments that can be utilized for CTE certification of the students <p><u>Scheduling Questions and Programmatic Contact:</u> Dennis Fiscus dennis.fiscus@azed.gov</p>

CURRICULUM: *Agriscience Education*

Career and Technical Education

Life Knowledge Curriculum and Assessments Training Corresponding

Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
<p>To provide information, materials and training in the core Standards from the National FFA relating to the employability and leadership Standards (1-9) in the new Agri-science Standards.</p> <p>Audience/Targeted Attendees: Secondary Agriscience instructors only</p>	<p>This consists of ½ day professional development sessions held at the state CTE conference in July, new teacher training during the school year in January, and student teacher training in September. The training is structured to showcase the cross-walked Arizona academic standards in science, math and language arts to the teachers lesson plans for use with their students and with administration.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Develop local curriculum plans utilizing Life Knowledge• Develop local lesson plans utilizing Life Knowledge• Learn how to utilize cross-walked standards• Classroom teaching techniques utilizing Life Knowledge• Practice teaching utilizing Life Knowledge <p><u>Scheduling Questions and Programmatic Contact:</u> Dennis Fiscus dennis.fiscus@azed.gov</p>

Career and Technical Education

New Teacher Induction and Training Program

Corresponding Standards from the *Standards and Rubrics for School Improvement*:
Standard 1, 2, 3, 4

INTENT	DESCRIPTION	OUTCOMES
<p>To provide necessary tools, information, contacts, practices, resources, and mentors that will assist the new teacher in becoming successful.</p> <p>Audience/Targeted Attendees: Secondary Agriscience instructors only</p>	<p>This program consists of five (5) day long meetings during each year of a two year training. The professional development meetings are held in July, September, January, March and June. Experienced mentors are assigned to a new teacher. At least one visit to the school of each new teacher occurs from the training staff, FFA, and the state staff.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Train new teachers in the survivability skills necessary to succeed and remain in teaching• Develop lesson plans that will meet school objectives• Develop curriculum that will meet Agriscience Standards• Develop resources to better deliver lesson plans to the students <p><u>Scheduling Questions and Programmatic Contact:</u> Dennis Fiscus dennis.fiscus@azed.gov</p>

CURRICULUM: *Industrial Technology Education*

Career and Technical Education

Automotive Technologies

Ford Basic Electrical Class (40 hours)

Corresponding Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
<p>To update instructors to the rapid advancements being made in the design and implementation of electrical/electronic system being implemented in the automotive industry today.</p> <p>Audience/Targeted Attendees: This training is available to all secondary CTE Automotive Technologies instructors wishing to acquire hands-on training in advanced electrical systems currently being employed by Ford Motor Company</p>	<p>Instruction and demonstrations by Ford Motor Company's service training instructor(s) includes hands-on troubleshooting techniques, lab/shop management tips with teaching strategies that can be utilized with teaching students.</p> <p>Access to this information and materials is available only to teachers who complete this training. This is state-of-the-art information that you can use in your classrooms immediately.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Gain a comprehensive and thorough study of electrical and electronic theory as applied to the automobile industry today• Focus on the operation, diagnosis and repair of starting and charging systems, lighting systems, and all common accessories• Gain knowledge on the newest electronically controlled systems• Understand the latest Scanner products and their code number interpretations <p><u>Scheduling Questions and Programmatic Contact:</u> Joe Epperson joe.epperson@azed.gov</p>

CURRICULUM: *Industrial Technology Education*

Career and Technical Education

Automotive Technologies General Motors Update

Corresponding Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
<p>To inform automotive technology teachers of the new “state of the art” GM technologies that are being employed in both the repair and the diagnostic sector of the automotive industry.</p> <p>Audience/Targeted Attendees: This training is available to all secondary CTE Automotive Technology Instructors wishing to acquire hands-on training in new products and systems from one of the world's largest automakers</p>	<p>Instruction and demonstrations by General Motors’ service training instructor(s) of new product training using the Digital Storage Oscilloscopes. This will include automotive diagnostics and Lab/shop management tips that the instructor may employ as part of their teaching strategies.</p> <p>Access to this information and materials will be available only to teachers who complete this training. This is state-of-the-art information that you can use in your classrooms immediately.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Learn the essential skills required to service, troubleshoot, and repair today's complex vehicles• Increase knowledge on the latest developments in the fields of automotive technology, including computer control, anti-lock brakes, air bags, and refrigerant recovery• Acquire repair procedures and helpful tips that apply to all vehicles• Be refreshed on good work habits and safety for the shop environment <p><u>Scheduling Questions and Programmatic Contact:</u> Joe Epperson joe.epperson@azed.gov</p>

CURRICULUM: *Industrial Technology Education*

Career and Technical Education

Drafting and Design Technology American Design Drafting Association (ADDA) Certification Workshop

Corresponding Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
<p>During this session, ADDA staff will present a general overview of ADDA and will conduct a complete review of the Certified Drafter Examination for those who are planning to take the examination.</p> <p>Audience/Targeted Attendees: This training is available to all secondary CTE Drafting and Design instructors and students wishing to acquire insight into the certification exam</p>	<p>This session is to help those who wish to obtain their ADDA drafting certification. This certification is an international program that allows drafters to show their knowledge in drafting concepts and internationally recognized standards and practices. ADDA developed the test to elevate the profession's standards. Certification enables drafters to demonstrate professional capabilities and helps employers in identifying quality employees. The test does not cover software specific to computer aided drafting or design (CADD). Certification serves educators as a supplementary measurement of a student's performance on a recognized national level.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Acquire an overview to what the certification test measures• Learn standardized testing techniques to improve their scores on the test• Understand the meaning behind the questions asked on the certification test.• Review material to be tested such as sketching, scales, lettering, line weights, geometric construction, orthographic views, auxiliary views, sectional views, dimensions, notes, working drawings, basic welding symbols, fits, tolerances, and architectural terms/standards. <p><u>Scheduling Questions and Programmatic Contact:</u> Shea Padilla shea.padilla@azed.gov</p>

CURRICULUM: *Industrial Technology Education*

Career and Technical Education

Drafting/Design Technology

Corresponding Standards from the *Standards and Rubrics for School Improvement*

Standard 2

INTENT	DESCRIPTION	OUTCOMES
<p>Hands-on training with architectural and engineering software information to use in your classrooms immediately.</p> <p>Audience/Targeted Attendees: This training is available to all secondary CTE Drafting and Design instructors wishing to acquire hands-on training in new products and systems from various software vendors</p>	<p>Instruction and demonstrations of various software packages by representatives of nationally recognized software companies. Including such programs as Softplan 13 Architectural Design, ArchView 9.1 GIS, SDS/2 Structural Steel Detailing and Modeling, and AZ Revit 8 Building. This will be a hands-on activity with state-of-the-art software.</p> <p>A questions and answer session with both the software company reps and ADDA administrators and instructors will occur. An overview of ADDA's Nationally Certified Architectural Design Drafting Program is reviewed.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Observe how the newest drafting software programs have become much more user-friendly• Discover why not every assignment needs to use a time-consuming and complicated drawing program• Learn how to import and export drawings to and from different software packages• See how inventory and cost of building materials can be automatically calculated• Learn what revisions have been made in the past year to common software programs <p><u>Scheduling Questions and Programmatic Contact:</u> Shea Padilla shea.padilla@azed.gov</p>

CURRICULUM: *Industrial Technology Education*

Career and Technical Education

Industrial Manufacturing MasterCAM Workshop

Corresponding Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
<p>Instructors will learn to use the newest release of MasterCAM available. Each participant will be given project plans/ curriculum to use in the classroom.</p> <p>Audience/Targeted Attendees: This workshop is designed for all Industrial Manufacturing Instructors planning to teach the Industrial Manufacturing curriculum.</p>	<p>Mastercam® is a PC-based, mechanical CAD/ CAM (Computer Aided Design / Computer Aided Manufacturing) system. Mastercam provides full 2D and 3D design capability for drawing mechanical parts, and creates output code for programming CNC (Computer Numerical Control) mill, laser, plasma cutting, lathe, wire EDM and other machine tools.</p> <p>This session will allow instructors to have hands on training with MasterCAM and to demonstrate how this software can be utilized in the classroom and lab setting.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Receive an overview of MasterCAM• Be given examples and exercises for student practice• See demonstrations on 2D and 3D Geometry Creation• Learn how to convert CAD files• Discover Basic 2D toolpath, Mill contour, pocket and drill• Learn more about the certification programs for both teachers and students <p><u>Scheduling Questions and Programmatic Contact:</u> Joe Epperson joe.epperson@azed.gov</p>

CURRICULUM: *Industrial Technology Education*

Career and Technical Education

Take the Adventure...

Learn from Your Peers and

Explore the Possibilities with Audio/Visual Technology

Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
<p>To provide Audio/Visual Technology Instructors with an update on industry trends within the fields of Electronic Journalism and Interactive Digital Media to assist in enhancing their classrooms, curriculum, and lesson plans.</p> <p>Audience/Targeted Attendees: Audio/Visual instructors, school administrators, CTE guidance counselors and CTE local directors</p>	<p>Recharge your batteries with an energizing day of professional development and camaraderie.</p> <ul style="list-style-type: none">* Take an adventure with the Mesquite High Schools Broadcast Program and consider the possibilities.* Learn from your peers in the Instructors Forum where you will exchange ideas, lesson plans, and teaching strategies.* Explore the possibilities, trends and expectations of Radio/Technology within Electronic Journalism and Interactive Digital Media from Industry Professionals.* Discuss the implications on teaching and learning in the Radio/Television Technology Program.* Attain the information on how to successfully integrate academics and SkillUSA into your programs.	<p>Participants will:</p> <ul style="list-style-type: none">• Enhance their skill and knowledge in the areas of animation and broadcasting through Business and Industry Representatives• Gain tips and strategies from post-secondary Radio/Television Instructors to improve lesson plans and curriculum• Understand how to effectively utilize CTSO's within R/TV Program• Learn from peers on how to have an efficient and effective R/TV Program• Examine how to successfully integrate academics into R/TV Program <p><u>Scheduling Questions and Programmatic Contact:</u> Shea Padilla shea.padilla@azed.gov</p>

CURRICULUM: *Industrial Technology Education*

Career and Technical Education

Construction Technologies/Welding Technology National Center for Construction Education and Research (NCCER) Certification Workshop

Corresponding Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
<p>The construction curriculum published by the NCCER is the emerging national standard. Learn how to use this curriculum in your Construction Technologies or Welding program. You will receive information to certify your students once they complete the programs.</p> <p>Audience/Targeted Attendees: This workshop is designed for Construction Technologies or Welding Technology instructors who wish to learn more about becoming certified by the NCCER</p>	<p>This session is a workshop to help instructors to become certified. As part of its accreditation process, NCCER has developed the Instructor Certification Program (ICTP). This program ensures the uniform and consistent delivery of training. Through this process, NCCER certifies the Master Trainer. In turn, the Master Trainer certifies the local Craft/Technician Instructor. This network of certified instructors assures that NCCER training programs will meet the standards of instruction set by the industry. In addition to the ICTP, NCCER offers a certification program for Safety Instructors.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Acquire an overview to what the certification test measures• Learn standardized testing techniques to improve their scores on the test• Understand the meaning behind the questions asked on the certification test• Have a more complete understanding of how to use the task modules in training for the certification test• See sample questions of the type asked on the certification test <p><u>Scheduling Questions and Programmatic Contact:</u> Joe Epperson joe.epperson@azed.gov</p>

CURRICULUM: *Industrial Technology Education*

Career and Technical Education

OSHA Workshop

Corresponding Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
<p>To provide a understanding of OSHA's health and safety requirements for your industrial classrooms and labs.</p> <p>Audience/Targeted Attendees: This workshop is designed for Industrial Technology Education Teachers. Any teacher, however, who works with students in a laboratory or shop setting will benefit from the presentation.</p>	<p>Learn about Arizona Division of Occupational Safety and Health. There will be Q & A Opportunities with OSHA consultants at the end of the session. Also OSHA will demonstrate how to conduct onsite surveys of work areas in your shops. Included will be how to review written safety and health programs and policies.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Learn what businesses needs their employees to know about safety• Become aware of correct procedures for accomplishing tasks from a safety point of view• Learn how to give students complete and accurate information• Learn how to demonstrate to students the correct and safe ways to do things• Learn to prepare to meet the work-place standards <p><u>Scheduling Questions and Programmatic Contact:</u> Joe Epperson joe.epperson@azed.gov</p>

"Safety is something that happens between your ears, not something you hold in your hands."
Jeff Cooper

CURRICULUM: *Industrial Technology Education*

Career and Technical Education

SkillsUSA Chapter Management Institute (CMI) Teacher Training Seminar

Corresponding Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
<p>To provide teachers with the skills to utilize SkillsUSA as an integral part of a career and technical education program.</p> <p>Audience/Targeted Attendees: High school and college instructors who teach any of the following programs:</p> <ul style="list-style-type: none">• Nursing Services• Law, Public Safety & Security• Fire Science• Allied Health Services• Drafting & Design Technology• Information Technology• Automotive Technologies• Construction Technologies• Industrial Manufacturing• Electronic Technology• Culinary Arts• Welding Technology• Cosmetology• Graphic Communications• Radio/Television Technology• Woodworking	<p>The training provides answers to questions such as: How do I get students involved? What is the best way to organize our activities? What does a chapter set out to do? What materials are available to help my students?</p> <p>Teachers become team members charged with training each other on management strategies including but not limited to: promotion, getting a chapter started, service learning, engaging other instructors in the process, and running meetings. As a capstone, participants will experience being a contestant in a SkillsUSA Championship Leadership event, and also be challenged to facilitate and evaluate events. Providing resources, modeling techniques, peer assistance and networking allow for a rich, supportive training environment.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Develop and receive lesson plans• Cross-walk State of Arizona, Career and Technical Education Standards to SkillsUSA contests• Learn how to develop a program of work, determine budgets for meeting student goals, teach parliamentary procedure and set up student officer elections.• Receive a certificate for 8 hours of professional development• Good and composite substrates <p><u>Scheduling Questions and Programmatic Contact:</u> Scott Soldat scott.soldat@azed.gov</p>

CURRICULUM: *Industrial Technology Education*

Career and Technical Education

SkillsUSA Professional Development Program (PDP) Teacher Training Seminar

Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
<p>To provide teachers with the skills to utilize SkillsUSA's Professional Development Program (PDP) curriculum as a tool to teach employability skills.</p> <p>Audience/Targeted Attendees: High school and college instructors who teach any of the following programs:</p> <ul style="list-style-type: none">• Nursing Services• Law, Public Safety & Security• Fire Science• Allied Health Services• Drafting & Design Technology• Information Technology• Automotive Technologies• Construction Technologies• Industrial Manufacturing• Electronic Technology• Culinary Arts• Welding Technology• Cosmetology• Graphic Communications• Radio/Television Technology• Woodworking	<p>In this seminar participants will:</p> <ul style="list-style-type: none">* Learn employability skills training from experts and seasoned teachers* Learn how to integrate the PDP into your program* Teach your students to manage their education* Learn how to maximize business and industry partnerships* Learn about the online version of PDP	<p>Participants will:</p> <ul style="list-style-type: none">• Develop and receive lesson plans• Cross-walk State of Arizona, Career and Technical Education Standards to PDP• Learn how to use the workbook and online versions of the PDP• Develop a complex understanding of how utilizing the PDP actually simplifies the process of teaching employability skills• Receive a certificate for 8 hours of professional development <p><u>Scheduling Questions and Programmatic Contact:</u> Scott Soldat scott.soldat@azed.gov</p>

CURRICULUM: *Industrial Technology Education*

Career and Technical Education

PowerPoint in the Classroom

Corresponding Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
<p>To learn a few quick tips and techniques that any instructor can easily incorporate into their lesson presentations.</p> <p>Audience/Targeted Attendees: This workshop is designed for any Industrial Technology Education teacher wanting to learn the basics of how to add PowerPoint to their classroom presentations</p>	<p>PowerPoint is a multimedia tool that reaches students with different learning styles. Students learn visual literacy by communicating in this medium. They can also use audio to get a message across. Furthermore, the program has the capability of including video and easy links to the Internet.</p> <p>This session is for instructors who wish to add some quick and easy graphics to their PowerPoint presentation. Teachers can add these techniques to their: tutorials, lesson reviews, presentations, reports, interactive quizzes, etc.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Learn how to add movies and sounds• Understand how to utilize flash animation in PowerPoint• Use different backgrounds within one presentation• Build presentations for distribution to others• Discover that there is more than one way to do the same tasks in PowerPoint <p><u>Scheduling Questions and Programmatic Contact:</u> Joe Epperson joe.epperson@azed.gov</p>

CURRICULUM: *Industrial Technology Education*

Career and Technical Education

Graphic Communications Graphic Communications Best Practices and Curriculum Rollout 2007

Standards from the *Standards and Rubrics for School Improvement*

INTENT	DESCRIPTION	OUTCOMES
<p>To provide Graphic Communications Instructors with an update on industry trends within the fields of Graphic Arts, Graphic Design, and Photo Imaging to assist in enhancing their classrooms, curriculum, and lesson plans.</p> <p>Audience/Targeted Attendees: Graphic communications instructors, school administrators, CTE guidance counselors and CTE local directors</p>	<p>Participate in Best Practices Sessions from exemplary programs in Graphic Arts, Commercial Art, and Photo-Imaging. Exchange ideas, lesson plans, and teaching strategies during the GC Instructors Forum. Receive the new Graphic Communications Curriculum Framework and directions on the new CTE Delivery Model. Discuss Industry Expectations, Trends and Technical Assessments with Industry Professionals. Tour Photographic Works and Arizona Lithography facilities.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Attain skill and knowledge from their peers and post-secondary partners on how to successfully integrate high-end technology into the classroom, while also attaining best practices and lesson plans• Work with Business and Industry Partners within Graphic Arts, Graphic Design and Photo Imaging• Understand current industry trends, needs and expectations as they relate to skill, knowledge, hardware/software, and industry certifications• Learn how to effectively integrate and utilize SkillsUSA within GC Program Option(s)• Examine strategies to enhance academic learning including science and math into GC Program• Gain new information on curriculum and yearbook process within Graphic Communications <p><u>Scheduling Questions and Programmatic Contact:</u> Shea Padilla shea.padilla@azed.gov</p>

CURRICULUM: *Industrial Technology Education*

Career and Technical Education

Construction Technologies Woodworking

Corresponding Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
<p>Instructors will familiarize themselves with new techniques and tooling methods that are being employed by manufacturers globally.</p> <p>Audience/Targeted Attendees: This workshop is designed for all Construction Technologies and Woodworking instructor(s) wishing to gain updated knowledge in the manufacturing processes</p>	<p>The demand for wood products continues and about 3 out of 4 woodworkers were employed in manufacturing industries.</p> <p>Modern manufacturing techniques have changed dramatically and the skills required by the woodworker have changed as well, such as the need for skills with CNC machine tool operations. Advances in machinery and software allow cabinet-makers to offer customers a greater range of solutions while reducing design and production time.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Understand the latest advances in hand tools• Learn what advances are being made in CNC machine tools• Learn molding techniques• Discover what is new in Adhesive Bonding Solutions• Have access to the latest designing software for woods• Be introduced to advanced glazes and multi-step finishing systems• Learn the most advanced skills of high-performance polyester and polyurethane on wood and composite substrates <p><u>Scheduling Questions and Programmatic Contact:</u> Joe Epperson joe.epperson@azed.gov</p>

CURRICULUM: *Business Education*

Career and Technical Education

Future Business Leaders of America (FBLA) The Friend Trap

Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
<p>To develop the tools and techniques that can lead to establishing and maintaining a positive leadership role.</p> <p>Audience/Targeted Attendees: Grade 6-12 teachers, student teachers, volunteer tutors, CTSO advisers</p>	<p>Attendees will participate in activities that demonstrate the steps to creating a collaborative and successful relationship with the individuals they teach, while reducing the well intentioned but negative impact that the "friend trap" can foster.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Be able to recognize the signs of the "friend trap"• Discuss and share situations where the "friend trap" could or has happened• Leave with knowledge and tools that can be applied immediately in the classroom <p><u>Scheduling Questions and Programmatic Contact:</u> Ryan Hamilton Ryan.hamilton@az.ed.gov</p>

Career and Technical Education

Future Business Leaders of America (FBLA) Web Career Exploration

Corresponding Standards from the *Standards and Rubrics for School Improvement*:
Standard 2, 3

INTENT	DESCRIPTION	OUTCOMES
<p>To develop a better understanding and working knowledge of website career exploration and provide the tools to utilize website career exploration in the classroom and within the Career Exploration delivery system.</p> <p>Audience/Targeted Attendees: Grade 6-12 teachers, student teachers, volunteer tutors, CTSO advisers</p>	<p>Finding useful information on the Internet for career exploration can be very frustrating. There are too many websites, but not much really good information. What should be an easy assignment ends up a huge waste of time. There is an easier way. Using a series of Webquests, students can do career exploration, learn the tricks of job hunting, find colleges, etc. Spend your time planning your future, not searching for more useless information. Lesson materials available on the CD are designed to meet CTE competencies and integrate academic standards for reading and writing.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Learn to utilize effective websites to conduct career exploration• Leave the session with an informational CD that will allow them to use the information that they gained in the classroom• Receive lesson plans that are designed to meet CTE competencies and integrate academic standards for reading and writing <p><u>Scheduling Questions and Programmatic Contact:</u> Ryan Hamilton Ryan.hamilton@az.ed.gov</p>

CURRICULUM: *Business Education*

Career and Technical Education

High Performance Business Tour for Business Educators

Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
<p>To enhance the rigor and relevance of academic and employability skills taught to high school business students by immersing the teacher into the business environment of an Arizona high performing business.</p> <p>Audience/Targeted Attendees: Business Education teachers</p>	<p>Business teachers tour high performing Arizona businesses and speak with executives of the organizations regarding workforce development concerns, current management practices, customer service, technology skills and global competition. Teachers work together to prepare lessons and activities based upon the information and material collected during the tour(s). These lessons are posted on-line for others to use.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Update skills and knowledge of business practices• Collaborate with business leaders in high performing organizations• Enhance student understanding of business by utilizing information and work samples to update lessons and activities• Share lesson plans by posting on-line for other business teachers to use <p><u>Scheduling Questions and Programmatic Contact:</u> Dr. Janet Gandy janet.gandy@azed.gov</p>

"It is difficult, but not impossible, to conduct strictly honest business."
Mahatma Gandhi

CURRICULUM: *Business Education*

Career and Technical Education

New Business Education Teacher Workshop Series

Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
<p>To provide information, materials and resources to help attendees effectively manage business education classes.</p> <p>Audience/Targeted Attendees: Business teachers with less than four years of experience teaching business education</p>	<p>Through a series of three workshops scheduled throughout the year, participants will learn, practice and reflect on their skills in classroom management, lesson mastery, integrating FBLA, positive expectations and professionalism. The series begins with a full-day workshop held in July during the CTE Summer Conference. Other workshops in the series are scheduled near communities where the participants teach.</p> <p>Participants become members of a cohort and are mentored as individual members of the Arizona Business Education Association.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Plan weekly lessons including activities with Bell Work• Develop lesson plans including academic standards using the template• Implement classroom management procedures with students• Receive feedback on classroom management and lesson mastery experiences <p><u>Scheduling Questions and Programmatic Contact:</u> Dr. Janet Gandy jgandy@ade.az.gov</p>

Career and Technical Education

Plan Your Business Education Program's Transition to the New CTE Delivery System

Corresponding Standards from the *Standards and Rubrics for School Improvement*:
Standard 2, 3

INTENT	DESCRIPTION	OUTCOMES
<p>To have business teachers develop an understanding and plan for addressing the opportunities and challenges of implementing the new CTE delivery system in their schools and programs.</p> <p>Audience/Targeted Attendees: All business education teachers</p>	<p>An overview of the new CTE delivery system and its impact on current practices will be presented. Business teachers will work in teams to identify the obstacles to implementing the new system and develop and share plans of action to be taken when they return to their campus. Members of the development teams will be in attendance and copies of the new Career Exploration and Career Preparation standards will be available and discussed.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Identify the differences and similarities between current practice and the new delivery system• Develop plans of action for changes necessary to implement the system including communication, program promotion, student recruitment and curriculum <p><u>Scheduling Questions and Programmatic Contact:</u> Dr. Janet Gandy janet.gandy@azed.gov</p>

CURRICULUM: *Business Education*

Career and Technical Education

Teaching Smarter Not Harder Workshop

Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
<p>To familiarize teachers with the research based instructional planning Curriculum Matrix developed by the International Center for Leadership in Education.</p> <p>Audience/Targeted Attendees: High school Business, Math, Science and Language Arts teachers and curriculum coordinators</p>	<p>Participants will practice using the Curriculum Matrix in making their instructional decisions. By correlating the National Essential Skills with the AZ Academic Standards in Math, Language Arts and Science and the AIMS blueprint, instructional priorities can be established which will result in more productive use of learning time. The Matrix has been correlated to the 16 National Career Clusters by sub-categories. This will demonstrate the strength of the “fit” or strength between the academic standard and the CTE curriculum area within Business Education.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Understand the research based Curriculum Matrix• Identify the performance objectives and the weight of each on the AIMS test• Apply the analytic Curriculum Matrix to their instructional decisions• Share the matrix with other teachers to promote creation of interdisciplinary lessons between business, math, science and language arts <p><u>Scheduling Questions and Programmatic Contact:</u> Dr. Janet Gandy janet.gandy@azed.gov</p>

CURRICULUM: *Education Professions*

Career and Technical
Education

Curriculum Training for
Education Professions Program

Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
<p>Train new Education Professions teachers on the Teacher Cadet: Experiencing Education Curriculum. This training is required for all Education Professions teachers.</p> <p>Audience/Targeted Attendees: Education Professions teachers</p>	<p>This curriculum workshop will help inspire, guide, and train high school students to pursue careers in education. Curriculum materials are organized in three sections: <i>The Learner</i>, <i>The School</i>, and <i>The Teacher and Teaching</i>. Receive these materials along with a multitude of hands-on activities and tips about observations and field experiences. Certified trainers will guide you through all workshop activities.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Receive the Teacher Cadet curriculum materials• Receive the Education Professions Curriculum Framework• Actively participate in a variety of activities that will assist in teaching the Education Professions program• Explore tips and tricks to setting up a successful work-based learning experience <p><u>Scheduling Questions and Programmatic Contact:</u> Judy Balogh judy.balogh@asu.edu</p>



CURRICULUM: *Family and Consumer Sciences*

Career and Technical Education

Culinary Arts, Design and Merchandising,
Early Childhood Education and
Hospitality Management:
Financial Success

Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
<p>Updated sessions to provide educators with curriculum materials and the skill and confidence to effectively teach family economics and finance.</p> <p>Audience/Targeted Attendees: FCCLA Advisors and Middle School/Junior High School FACS instructors</p>	<p>Sessions will give strategies for teaching family finance. Session will be facilitated by a representative from the University of Arizona dedicated to Family Economics and Financial Education (FEFE) program.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Understand the importance of, and need for, family economic training• Receive ready-to-teach lesson plans which have been aligned with national standards and can be taught individually, as a unit, or a course• Improve the life of individuals, families, and communities with financial education training <p><u>Scheduling Questions and Programmatic Contact:</u> Ruth Kerr ruth.kerr@azed.gov</p>

“You can design and create, and build the most wonderful place in the world. But it takes people to make the dream a reality.”
Walt Disney

CURRICULUM: *Family and Consumer Sciences*

Career and Technical Education

Family, Careers and Community Leaders of America STOP the Violence Advisor Training

Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
<p>FCCLA Advisors will learn about the STOP the Violence National Program.</p> <p>Audience/Targeted Attendees: FCCLA Chapter Advisors</p>	<p>This training was developed to assist FCCLA Advisors in understanding the STOP the Violence National Program. Advisors will be taught about the "Bullying Campaign" which includes classroom activities. They will learn about Internet Safety and will be trained and certified as "i-mentors". Other topics included in this training will be "Dating Violence" and "National Youth Service Day". STOP the Violence is a National Program developed by the National FCCLA Organization to assist youth in Recognizing, Reporting and Reducing Violence in their schools and communities.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Understand the STOP the Violence National Program• Identify activities and service projects that can be included in the STOP the Violence National Program Award application• Develop and implement local action projects to reduce the potential for violence in their school• Collaborate with school and community resources to address youth violence• Empower students with attitudes, skills, and resources to make their schools safer <p><u>Scheduling Questions and Programmatic Contact:</u> Sheri Cone sheri.cone@azed.gov</p>

Career and Technical Education

Family, Careers and Community Leaders of America Techniques to Develop and Achieve Your Chapter Achievement Goals

Corresponding Standards from the *Standards and Rubrics for School Improvement*:
Standard 2, 3

INTENT	DESCRIPTION	OUTCOMES
<p>FCCLA Advisors will learn techniques to develop a Program of Work for the school year.</p> <p>Audience/Targeted Attendees: FCCLA Chapter Advisors</p>	<p>This training assists FCCLA Advisors in understanding the Chapter Achievement process. When writing a Chapter Achievement application, the chapters are developing their "Program of Work" for the school year. Chapters plan service projects, fundraisers, social, leadership, promotional and public relations activities. By filling out a Chapter Achievement application chapters plan in advance. As goals are achieved the information is documented on the application. Chapters receive recognition at the FCCLA Spring Leadership Conference.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Understand the rules and requirements for a complete Chapter Achievement application• Identify activities and service projects that can be included in the application• Determine chapter achievement goal: Gold, Silver, or Bronze• Apply the Chapter Achievement goals throughout the school year as their Program of Work <p><u>Scheduling Questions and Programmatic Contact:</u> Sheri Cone sheri.cone@azed.gov</p>

CURRICULUM: *Family and Consumer Sciences*

Career and Technical
Education

Culinary Arts, Design and Merchandising,
Early Childhood Education and
Hospitality Management:
Academic Success

Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
<p>To provide standard and academic cross-walks for FACS program areas.</p> <p>Audience/Targeted Attendees: FCCLA Advisors and Middle School/Junior High School FACS instructors</p>	<p>Sessions will give strategies for teaching language, math, and science in FACS programs.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Understand the importance of, and need for, academic integration• Learn strategies for developing partnerships to unify CTE and academic instruction• Create and share lesson plans for immediate use in the classroom <p><u>Scheduling Questions and Programmatic Contact:</u> Ruth Kerr ruth.kerr@azed.gov</p>

“You can design and create, and build the most wonderful place in the world. But it takes people to make the dream a reality.”
Walt Disney

CURRICULUM: *Health and Community Service Careers (HCSC)*

Career and Technical Education

Rescue Me: The Ultimate Curriculum Survival Guide

Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
<p>Provide teachers with a hands-on workshop on curricular and teaching strategies.</p> <p>Audience/Targeted Attendees: All Health and Community Service Careers (HCSC) instructors</p>	<p>Five experienced CTE teachers will present strategies they have found effective.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Leave workshop with new and innovative strategies to maximize student learning <p><u>Scheduling Questions and Programmatic Contact:</u> Janice Bilan janice.bilan@azed.gov</p>

Career and Technical Education

Good, Better, Best: The Pros Tell All

Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
<p>Provide teachers with a hands-on workshop illustrating research-based teaching strategies.</p> <p>Audience/Targeted Attendees: All Health and Community Service Careers (HCSC) instructors</p>	<p>Five experienced CTE teachers will present strategies they have found effective.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Leave workshop with new and innovative strategies to maximize student learning <p><u>Scheduling Questions and Programmatic Contact:</u> Janice Bilan janice.bilan@azed.gov</p>

CURRICULUM: *Health and Community Service Careers (HCSC)*

Career and Technical Education

Community Partnerships- How They can Improve CTE Teaching Programs

Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
<p>Provide teachers with a session that illustrates how a successful community partnership improves a teaching program by providing support and placement opportunities for internships.</p> <p>Audience/Targeted Attendees: All Health and Community Service Careers (HCSC) instructors</p>	<p>An experienced teacher and a prominent business partner will each tell how their partnership began, grew, and how it works.</p>	<p>Participants will:</p> <ul style="list-style-type: none">Learn how to build a trusting affiliation that leads to exceptional learning experiences <p><u>Scheduling Questions and Programmatic Contact:</u> Janice Bilan janice.bilan@azed.gov</p>

Career and Technical Education

Coach and Be Coached: A Path Toward Better Teaching

Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
<p>Provide teachers with information on how to establish and participate in a successful peer coaching program that improves teaching and learning.</p> <p>Audience/Targeted Attendees: All Health and Community Service Careers (HCSC) instructors</p>	<p>A coaching consultant will present a 1/2 day workshop on peer coaching in high schools.</p>	<p>Participants will:</p> <ul style="list-style-type: none">Acquire the information and strategies needed to establish a successful peer coaching program <p><u>Scheduling Questions and Programmatic Contact:</u> Janice Bilan janice.bilan@azed.gov</p>

CURRICULUM: *Health and Community Service Careers (HCSC)*

Career and Technical Education

See It, Click It, Use It: Dynamic Websites For Your Students

Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
<p>Provide teachers with a computer workshop that is filled with free, interactive websites that will enhance their teaching strategies for the foundational/workplace skill standards</p> <p>Audience/Targeted Attendees: All Health and Community Service Careers (HCSC) instructors</p>	<p>This two-hour workshop in a computer lab will give participants opportunities to investigate sites that provide interactive activities for students learning CTE content-specific workplace skills.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Leave the session with materials and real experiences that will assist them in teaching the workplace skills <p><u>Scheduling Questions and Programmatic Contact:</u> Janice Bilan janice.bilan@azed.gov</p>

CURRICULUM: *Marketing Education*

Career and Technical Education

DECA Making the Stage!

Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
<p>To provide valuable information to chapter advisors on preparing their students to succeed in DECA competition.</p> <p>Audience/Targeted Attendees: Marketing Education/DECA instructors</p>	<p>Learn secrets, tips, and proven success strategies for preparing DECA students for State and International DECA competition!</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Learn secrets, tips, and proven success strategies for preparing DECA students for State and International DECA competition• Discover different types of resources available to ME/DECA instructors regarding competitive success• Understand how recruiting plays a big role in a chapter's success• Receive helpful guides and classroom materials to assist in competition preparation <p><u>Scheduling Questions and Programmatic Contact:</u> Oleg Shvets decaarizona@yahoo.com</p>

Career and Technical Education

Information Technology Forum

Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
<p>To provide Information Technology instructors with an update on Industry Trends within the fields of Computer Maintenance, Network Technology, Software Development and Web Page Development to assist in enhancing their classrooms, curriculum, and lesson plans.</p> <p>Audience/Targeted Attendees: Information Technology instructors, school administrators, CTE guidance counselors and CTE local directors</p>	<p>Participants will engage in an Instructors Forum to exchange ideas, lesson plans, and teaching strategies. IT professionals will discuss industry expectations and trends and Industry. IT professionals will attain the information on how to successfully integrate academics and SkillsUSA into your programs.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Gain insightful information on the importance of integrating high-tech programs into secondary education• Determine how to effectively involve the IT Industry to enhance current IT programs• Understand current industry trends, needs and expectations as they relate to skill, knowledge, hardware/software, and industry certifications• Examine information on effective teaching strategies and methods• Learn from peers on how to have an efficient and effective R/TV Program• Understand how to effectively utilize CTSO's within R/TV Program <p><u>Scheduling Questions and Programmatic Contact:</u> Shea Padilla shea.padilla@azed.gov</p>

CURRICULUM: *Workforce Development*

Career and Technical Education

Rapid Response Workshop

Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
<p>Provide a forum where Coordinators of Rapid Response in the various counties or LWIA gather to meet with ADE staff to advise as to procedures and processes to be used through Arizona Rapid Response Information System (ARRIS), a portion of the ArizonaHEAT designed exclusively to report and track rapid response events.</p> <p>Audience/Targeted Attendees: Rapid Response Coordinators; State Coordinator of Rapid Response; ARRIS administrators</p>	<p><i>Rapid Response Workgroup</i> meets as an advisory group to be sure we offer the best service possible to those using or viewing the ARRIS application on the ArizonaHEAT website.</p>	<p>Participants will:</p> <ul style="list-style-type: none">Gather information to be used to enhance the ARRIS application as to effect better service to Rapid Response coordinators and ultimately, the general public <p><u>Scheduling Questions and Programmatic Contact:</u> Jim Kooistra jim.kooistra@azed.gov</p>

Career and Technical Education

Training Expo

Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
<p>Provide a forum where training providers, One-Stop staff, state agency staff and other workforce professionals can gather to exchange information, procedures, best practices and projects in a structured but relaxed atmosphere that includes large group information presentation and sharing and small group presentation sessions (breakouts).</p> <p>Audience/Targeted Attendees: Training Providers listed on Arizona's Eligible Training Provider List (ETPL); staff of One-Stops, ADE Workforce Development, DES WIA Section; workforce development professionals</p>	<p><i>Training Expo</i> offers workforce professionals the venue in which to learn, exchange ideas and information and investigate trends and issues in the workforce world, especially focused on WIA and the interaction between providers and One-Stop staff to match clients with training.</p>	<p>Participants will :</p> <ul style="list-style-type: none">Develop greater interaction between Training Providers and One-Stop staff to more effectively serve clients;Create a professional atmosphere in which to exchange information and practices so collaboration becomes the rule of operation <p><u>Scheduling Questions and Programmatic Contact:</u> Jim Kooistra jim.kooistra@azed.gov</p>

Adult Education

Arizona Adult Education Digital Storytelling Institute

Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
<p>To create a network of Arizona Adult Educators trained in the art of digital storytelling.</p> <p>Audience/Targeted Attendees: Two participants per selected program for a maximum of ten participants at an institute</p>	<p>The Arizona Adult Education Digital Storytelling Institute (AADSII) brings together cutting-edge technology, literacy, and the arts by training adult education staff in digital storytelling. Digital storytelling is an approach that allows media novices to produce brief (2-4 minutes) videos blending their own voices, still photography, and other artifacts for the purpose of telling a story. The AADSII involves two key components:</p> <ul style="list-style-type: none">* A four-day “train-the-trainer” workshop* On-site implementation and follow-up training	<p>Participants will:</p> <ul style="list-style-type: none">• Demonstrate an understanding of the art of storytelling• Create a digital story• Apply skills learned to integrate digital storytelling methodology into their Adult Education classrooms and programs• Create a library of Arizona Adult Education digital stories <p><u>Scheduling Questions and Programmatic Contact:</u> Sheryl Hart sheryl.hart@azed.gov</p>

CURRICULUM: *Adult Education*

Adult Education

Distance Learning 101: Teaching Adult Learners at a Distance (DL101)

Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
<p>To assist adult educators in creating an effective distance education environment for their distance learning students.</p> <p>Audience/Targeted Attendees: Arizona's Adult Education instructors and administrators who are new to distance education</p>	<p>DL101 is a 6-8 week facilitated online professional learning opportunity that allows participants to learn about a topic, distance education, while also experiencing being a distance learner. The course is built around the <i>Handbook of Distance Education for Adult Learners</i>, a Project IDEAL publication, and a Web site that contains a variety of tools and resources for distance education, including five course exercises in the form of MS Word templates. In the beginning, the Web site serves as a virtual classroom for the course. Participants complete and submit the exercises and receive feedback from the facilitator. Additionally, participants take part in online discussions and conference calls relating to the exercises. As the course ends, the Web site's organization is adjusted and the site becomes a virtual resource area for educators to support their distance education efforts for the rest of the year.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Learn about DL topics and simultaneously experience being a DL learner• Demonstrate understanding and discuss issues relating to DL Recruitment• Demonstrate understanding and discuss issues relating to DL Orientation• Demonstrate understanding and discuss issues relating to DL Instruction• Demonstrate understanding and discuss issues relating to DL Assessment• Demonstrate understanding and discuss issues relating to DL Administration• Create a Program Plan for the administration of the DL Project <p><u>Scheduling Questions and Programmatic Contact:</u> Sheryl Hart sheryl.hart@azed.gov</p>

Adult Education

Distance Learning 102: Study Groups (DL102)

Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
<p>To help teachers deepen their understanding of a variety of learning challenges exhibited by ABE or ASE adult DL learners and expand their repertoire of instructional solutions.</p> <p>Audience/Targeted Attendees: Arizona's Adult Education instructors who have completed DL101</p>	<p>DL102: Study Groups is a 4-to- 6 week professional learning opportunity consisting of a group of 5-to-8 DL instructors committed to improving their skills at meeting the needs of distance learners trying to master a particular curriculum. Each participant develops a case study of a difficult pedagogical problem he or she has faced teaching that curriculum and presents the case study to the group for discussion. The discussion takes place using a Web-based electronic discussion board under the guidance of a facilitator who helps participants refine their analytical skills and encourages them to develop solutions to the problems identified in each case. DL102, like DL101, provides teachers with experience being a distance learning student. In addition, DL102 builds a "community of practice" among participants. Through this process, each participant is provided with the support of a group of like-minded professionals who remain available to help solve new teaching-learning problems after the course is finished.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Understand and discuss a variety of learning challenges exhibited by ABE or ESL learners • Develop a case study of a difficult and real-life pedagogical problem to present to the group • Analyze and discuss case studies presented by other group members • Develop and propose solutions pertaining to a variety of difficult pedagogical problems • Identify and share help tips and resources for solving specific learning problems • Create an expanded repertoire of instructional solutions • Help to build a "community of practice" within the group that will continue after the course is finished <p><u>Scheduling Questions and Programmatic Contact:</u> Sheryl Hart sheryl.hart@azed.gov</p>

CURRICULUM: *Adult Education*

Adult Education

Distance Learning 103: Evaluating Resources (DL103)

Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
<p>To facilitate the identification, evaluation, and collection of Web-based resources for teaching at a distance.</p> <p>Audience/Targeted Attendees: Arizona's Adult Education instructors and administrators who have completed DL101 and/or DL102</p>	<p>This online course extends the idea of study groups as presented in DL102 in another direction. Whereas DL102 focused on pedagogical issues in distance learning, DL103 emphasizes identifying and evaluating Web-based resources for teaching at a distance. An electronic discussion format is utilized and a course facilitator guides participants in reviewing resources for their students. The content focus and activities of the course are determined by the content areas and curricula being used by the study group participants in their DL environment.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Review and assess various educational Web sites pertaining to the content focus of the course• Post the reviews on an accessible Web site so that all distance teachers have access to a growing library of evaluated resources <p><u>Scheduling Questions and Programmatic Contact:</u> Sheryl Hart sheryl.hart@azed.gov</p>

CURRICULUM: *Adult Education*

Adult Education

Arizona Distance Education for Adult Learners (ADEAL) Workshop

INTENT	DESCRIPTION	OUTCOMES
<p>To build the capacity of the Adult Education System by assisting Arizona's seven ADEAL Pilot Sites in the implementation of the ADEAL Project.</p> <p>Audience/Targeted Attendees: Administrators and instructors from Arizona's seven ADEAL Pilot Sites</p>	<p>The ADEAL Project's goal is to develop a framework for the delivery and management of distance education for Arizona's adult learners who face barriers to attending traditional classes. This multi-day workshop is designed to serve as both a "wrap-up" of the previous year's ADEAL Project, as well as a "kick-off" for the upcoming year's plans. Workshop participants analyze their own program's data, as well as share findings and outcomes with other ADEAL programs. The discussions and presentations of "lessons learned" serve as a foundation and become the basis of project planning for the upcoming year's ADEAL Project.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Analyze and assess ADEAL Project data from previous year• Summarize and discuss ADEAL Project experiences• Identify and replicate effective strategies for providing quality learning opportunities• Connect lessons learned to the design of the ADEAL Project Plan for the upcoming year• Develop research questions to address in the upcoming year <p><u>Scheduling Questions and Programmatic Contact:</u> Sheryl Hart sheryl.hart@azade.gov</p>



Adult Education

Adult Education State Conference
Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
<p>To provide high-quality professional development for Adult Educators in the state of Arizona.</p> <p>Audience/Targeted Attendees: State-sponsored Adult Education Programs and GED Testing Centers. Adult Education Program staff including: Directors, teachers, support staff, volunteers, and adult education students. GED Testing staff including: Chief GED, GED Examiners and Department of Corrections Examiners; staff from partner agencies; State-level ADE staff; and other designees</p>	<p>The State Conference, held every three years, provides professional development, information, resources, and networking to assist participants in the field of Adult Education and GED Testing to better serve their clients.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Identify important issues and initiatives in Arizona Adult Education• Participate in evidence-based and research-based professional development to increase student achievement for learners in adult education programs and GED Testing Centers• Assist the ADE in providing training, coaching and mentoring for another cadre of teachers• Learn about the resources available for adult learners <p><u>Scheduling Questions and Programmatic Contact:</u> Beverly Wilson beverly.wilson@azed.gov</p>

CURRICULUM: *Adult Education*

Adult Education

Bridges to Practice

Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
<p>To establish a framework for the key components required to provide reasonable accommodations to learning disabled adult students and GED examinees.</p> <p>Audience/Targeted Attendees: Adult educators, GED examiners and those serving disabled adults seeking GED and/or adult education services</p>	<p>This training involves a series of workshop opportunities based on the needs of the attendees. The length varies with the needs of the participants. It covers laws requiring accommodations for diagnosed learning disabled adults, screening processes and procedures, effective classroom techniques and materials and test strategies appropriate for learning disabled adults and systemic change as it applies to serving learning disabled adults.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Define characteristics of learning disabled adults• Explain the legal issues involved with providing services to learning disabled adults• Critique curricular materials and instructional techniques as well as screening instruments in terms of appropriateness of use with learning disabled adults• Demonstrate effective techniques for screening candidates for learning disabilities• Demonstrate an understanding of the forms and processes involved with requesting accommodations for GED testing of learning disabled adults• Explain the steps involved with systemic change to provide services to learning disabled adults <p><u>Scheduling Questions and Programmatic Contact:</u> Sheryl Hart sheryl.hart@azade.gov</p>

CURRICULUM: *Adult Education*

Adult Education

Project Teachers Investigating Adult Numeracy (TIAN)

Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
<p>To build and strengthen the capacity of Adult Education teachers to increase their standards-based math instruction for adult learners.</p> <p>Audience/Targeted Attendees: 20 Adult Basic Education (ABE) teachers employed by State sponsored and funded Adult Education Programs selected through an application process</p>	<p>Project TIAN is a five-year grant program through the Center for Literacy Studies, University of Tennessee and Technical Education Research Centers (TERC) to pilot a professional development model for adult basic education teachers. The project, funded by the National Science Foundation, will consist of three, two-day training sessions in the first year on implementing innovative lessons on teaching data and algebra to adult learners.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Complete training sessions and design classroom lessons based on the Adult Education Content Standards in Mathematics• Complete research artifacts including pre and post-teacher questionnaires, class observations, and analysis of student achievement data <p>Assist the ADE in providing training and coaching and mentoring for another cadre of teachers to be trained annually</p> <p><u>Scheduling Questions and Programmatic Contact:</u> Beverly Wilson beverly.wilson@azed.gov</p>

Adult Education

Technology Integration Project (TIP)

Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
<p>To facilitate the implementation of the Adult Education Technology Standards and the full integration of educational technology in Adult Education classrooms.</p> <p>Audience/Targeted Attendees: One or more participants are appointed by each funded provider and serve as their program's designated ETE (Educational Technology Expert).</p>	<p>The Technology Integration Project is an ongoing series of connected professional learning experiences designed to develop participants into an "expert" in terms of educational technology. Activities include:</p> <ul style="list-style-type: none">* Regional and statewide workshops* Guided development, implementation, and evaluation of technology-rich lesson plans* Research and review of technological resources* Online collaboration with peers and State Office* Monthly journal entries detailing the experiences, accomplishments, and concerns of the Adult Education program mentoring opportunities* Mentoring opportunities	<p>Participants will:</p> <ul style="list-style-type: none">• Identify barriers to technology integration and develop strategies to overcome those barriers• Create a program-specific and comprehensive technology plan• Apply strategies to assist their program in the implementation of the Adult Education Technology Standards• Assist in the creation of a library of technology-rich resources and lessons to be shared throughout the state• Develop collaboration strategies both within their program and among programs <p><u>Scheduling Questions and Programmatic Contact:</u> Sheryl Hart sheryl.hart@azed.gov</p>

CURRICULUM: *Curriculum Mapping*

Standards-Based Best Practices

Curriculum Mapping I: Creating a Blueprint for Teacher and Student Success

Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
<p>Provide an overview of the Arizona Standards, and the proven strategies for effectively mapping the curriculum.</p> <p>Audience/Targeted Attendees: Teacher leaders, principals, district specialists – school teams recommended</p>	<p>Standards are at the heart of today's rigorous accountability requirements. Standards define the high expectations for what teachers must teach and what students must learn. If students are to meet or exceed the state's academic standards, each school's instructional program must be aligned with those standards and clearly articulated by what teachers do within and across grade levels and courses. Curriculum mapping is a powerful process in which teachers working collaboratively take time to analyze the standards at the concept and performance objective level and decide what will be taught and when during the academic year. In this workshop, presented by Larry McBiles and staff, participants will examine the concept of curriculum mapping as a proven instructional planning tool, explore how curriculum maps are developed and used, and receive guided practice, not only on how to map, but also how to facilitate mapping work in their professional setting.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> Examine the concept of "curriculum mapping" as a tool to promote effective communication, quality instruction, and a shared commitment to student learning Explore how curriculum maps are developed and used Formulate a plan for initiating, implementing, and sustaining a curriculum mapping initiative <p><u>Scheduling Questions and Programmatic Contact:</u> Oran Tkatchov otkatch@ade.az.gov</p>

Standards-Based Best Practices

Advanced Curriculum Mapping

Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
<p>Provide an in-depth look of the Arizona Standards, and provide means of mapping the curriculum as a tool of school improvement.</p> <p>Audience/Targeted Attendees: Teacher leaders, principals, district specialists – school teams recommended Prerequisite: Curriculum Mapping I</p>	<p>This advanced training is designed to help participants improve their school's capacity to design and develop a more intellectually rigorous and engaging instructional program that leads to increased student understanding and mastery of Arizona's academic standards. Facilitators will present the strengths and challenges associated with curriculum mapping, as well as the keys for ensuring that the process of developing and using maps is a rewarding and meaningful journey for a school or district. This workshop, presented by Larry McBiles and staff, will provide detailed curriculum mapping steps, teacher and anecdotal comments from schools who have successfully mapped their curriculum, and a variety of mapping templates.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> Analyze the logic of "backward design" as a vehicle for developing or enhancing basic curriculum maps, as well as developing expanded maps Examine the challenges inherently related to the development and use of curriculum maps Identify the keys for ensuring that curriculum maps help raise the bar on the quality of a school's or district's instructional program <p><u>Scheduling Questions and Programmatic Contact:</u> Oran Tkatchov otkatch@ade.az.gov</p>

CURRICULUM: *Best Practices*

Standards-Based Best Practices

Research Based Summer School: Students Leaving 1st, 2nd and 3rd Grade

Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
<p>Provide educators an opportunity to learn about intensive between-year programs that can optimize teacher instruction.</p> <p>Audience/Targeted Attendees: All administrators, teacher leaders, teachers, paraprofessionals, and summer school directors grades 1-3, campus teams are encouraged to attend</p>	<p>This two-day academy will offer ways to accelerate student learning skills by providing research-based strategies that have been used successfully with thousands of struggling readers and include structured, easy to implement teaching techniques that can be applied generally in any academic summer school setting.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Receive a complete set of sample materials for the purpose of training others• Learn sound strategies and teacher techniques that can be applied to any summer school reading program• Reflect on how these strategies are used or could be better used in one's professional setting <p><u>Scheduling Questions and Programmatic Contact:</u> Oran Tkatchov otkatch@ade.az.gov</p>

Standards-Based Best Practices

Research Based Summer School: Students Leaving 4th Through 7th Grade

Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
<p>Provide educators an opportunity to learn about intensive between-year programs that can optimize teacher instruction.</p> <p>Audience/Targeted Attendees: All administrators, teacher leaders, teachers, paraprofessionals and summer school directors grades 4-7, campus teams are encouraged to attend</p>	<p>This two-day academy will offer ways to accelerate student learning skills by providing research-based strategies that have been used successfully with thousands of struggling readers and include structured, easy to implement teaching techniques that can be applied generally in any academic summer school setting.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Receive a complete set of sample materials for the purpose of training others• Learn sound strategies and teacher techniques that can be applied to any summer school reading program• Reflect on how these strategies are used or could be better used in one's professional setting. <p><u>Scheduling Questions and Programmatic Contact:</u> Oran Tkatchov otkatch@ade.az.gov</p>

Standards-Based Best Practices

Differentiated Instruction: Understanding that One Size Does Not Fit All in Classroom Learning

Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
<p>Through the use of effective process strategies and varied student products, teachers can maximize achievement for each learner.</p> <p>Audience/Targeted Attendees: Teacher leaders, principals, district specialists – school teams recommended</p>	<p>No two students learn and behave exactly the same. So why do we teach as if all students are identical? Here's your opportunity to explore a vision of effective classrooms in which heterogeneity is honored through differentiated instruction. Meeting the needs of ALL students in our goal. Discover how teachers in academically diverse classrooms address student differences in readiness, interest, and learning profile in order to provide engaging instruction.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Understand the concept of differentiated instruction • Analyze a differentiated classroom environment and how it will help students learn and be more successful • Examine differentiated curriculum and how to instructionally plan and organize for it • Select appropriate differentiated instructional strategies and practices to maximize learning <p><u>Scheduling Questions and Programmatic Contact:</u> Oran Tkatchov otkatch@ade.az.gov</p>

“What we share in common makes us human. How we differ makes us individuals. In a classroom with little or no differentiated instruction, only student similarities seem to take center stage. In a differentiated classroom, commonalities are acknowledged and built upon, and student differences become important elements in teaching and learning as well...students have multiple options for taking in information, making sense of ideas, and expressing what they learn. In other words, a differentiated classroom provides different avenues to acquiring content, to processing or making sense of ideas, and to developing products.”
Carol Ann Tomlinson

Standards-Based Best Practices

Improving Instructional Quality: The Key to Ensuring Student Successes

Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
<p>To build leadership capacity for school improvement at the campus level and classroom level.</p> <p>Audience/Targeted Attendees: All administrators, teacher leaders, teachers, and paraprofessionals</p>	<p>This intense two-day experience is designed to offer campus-based teams practical and proven tools to examine the quality of their school's curriculum, the effectiveness of the instructional strategies used by teachers, and the overall conditions and structures within the campus that support student learning. This engaging training, presented by Larry McBiles, will specifically address ADE's Standards and Rubrics for School Improvement, Arizona's Academic Standards and Research-Based Instructional Strategies that Maximize Student Learning. Schools will work within the curriculum to help clarify learning goals, devise revealing assessments of student understanding, and craft engaging learning activities.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Examine ADE's Standards and Rubrics for School Improvement to understand the research-based indicators of high-performing schools • Assess their own school and/or district using the Standards and Rubrics instrument • Explore the logic of "backward design" instructional planning as a tool to ensure the adage "when teachers teach, students learn" • Compare their own instructional planning practices against the new paradigm of "backward design" • Investigate Marzano's nine (9) research-based strategies proven to increase student achievement <p><u>Scheduling Questions and Programmatic Contact:</u> Oran Tkatchov otkatch@ade.az.gov</p>

CURRICULUM: *Best Practices*

Standards-Based Best Practices

Teaching in a Standards-Based System

Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
<p>To introduce Arizona Articulated Standards, focusing on examining the framework, structure, and content, as well as the implications for school-wide change in promoting the implementation of the standards.</p> <p>Audience/Targeted Attendees: County, district, school curriculum specialists, or lead teachers who deliver standards-based professional development</p>	<p>Participants will examine the background of Arizona's standards-based system, the framework for developing the standards, and the elements of change in implementing them school- and district-wide. Each participant will leave with all the materials necessary to replicate this professional development so that trainings can be consistent in content and locally accessible throughout the state.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Understand the history and legislation of Arizona's standards-based system• Explore the framework and structure of the standards• Identify cross-curricular implementation of the standards• Understand the district, school, and classroom implementation of the standards <p><u>Scheduling Questions and Programmatic Contact:</u> Teresa Rivera Teresa.Rivera@azed.gov</p>

Standards-Based Best Practices

Selecting Curricula Seminar

Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
<p>To introduce important features of core curriculum programs, as well as factors involved in choosing among them.</p> <p>Audience/Targeted Attendees: County, district, school curriculum specialists, or lead teachers who deliver standards-based professional development</p>	<p>This four-hour seminar focuses on the important features of core curriculum programs and factors involved in choosing among them. Participating teams will learn about the key characteristics of standards alignment and apply an alignment rubric used by Arizona educators.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Identify key characteristics that are essential to standards alignment in Mathematics, Science, and Social Studies at the elementary and middle school levels• Apply a rubric based on these key alignment characteristics• Recognize effective selection processes• Develop a strategic plan for selecting core curriculum programs across grade levels <p><u>Scheduling Questions and Programmatic Contact:</u> Teresa Rivera Teresa.Rivera@azed.gov</p>

Exceptional Student Services

Arizona High Achievement for All

Standards from the *Standards and Rubrics for School Improvement*
Standard 4

INTENT	DESCRIPTION	OUTCOMES
<p>To provide teachers with research-based strategies of differentiated instruction, accommodations and modifications for all students, meeting the National Staff Development Standards for professional development.</p> <p>Audience/Targeted Attendees:</p> <p>Teachers of grades K-12, teacher leaders, department chairs—leadership teams from general and special education.</p>	<p>This workshop focuses on students with and without disabilities, English language learners and students whose learning characteristics interfere with mastery of the standards present a challenge for schools. "No Child Left Behind" requires school teams to have expertise in understanding how differentiated instruction, accommodations and modifications in classroom instruction and standardized testing can be developed to meet learner needs and the school's annual progress (AYP) challenge. The first year of this project includes six days of interaction with the presenter, Diana Browning Wright and an additional expectation of practice with student(s) from the home site and the reporting of results.</p> <p>Participants must attend all planned sessions: 6 the first year, 3 each for the second and third years. No rotation of staff or substitutions will be permitted.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Coordinate accommodation plans with behavior support plans • Streamline and analyze effectiveness of behavior support plans • Coordinate mental health treatment plans with accommodation plans • Learn consulting skills that overcome barriers to implementation • Learn training techniques that gain knowledge on engaging adult learners • Other (as project develops, site-specific topics will be addressed) <p><u>Scheduling Questions and Programmatic Contact:</u> Carol Crawford carol.crawford@azed.gov</p>

Highly Qualified Professionals

National Board Certified Teacher (NBCT)
Facilitator Training

Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2

INTENT	DESCRIPTION	OUTCOMES
<p>To provide targeted professional development to teachers going through the National Board Certification process.</p> <p>Audience/Targeted Attendees: Teachers pursuing National Board Certification</p>	<p>This one-day ELL Leadership Summit provides district and school leaders with the information and resources to help them provide strong leadership, coherent ELL instruction, effectively use ELL data to guide instruction and promote ELL academic achievement.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Incorporate new information into current practices,• Critique their entries and other candidate's entries in the National Board process and• Execute Core Proposition 5; <i>"Teachers are members of learning communities."</i> <p>Registration Questions: Marilyn Gooden marilyn.gooden@azed.gov</p> <p>Programmatic Contact: Lisa Kelley, NBCT lisa.kelley@azed.gov</p>

"Leadership and learning are indispensable to each other."
John F. Kennedy

CURRICULUM: *Highly Qualified*

Highly Qualified Professionals

Professional Development Leadership Academy

Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 4

INTENT	DESCRIPTION	OUTCOMES
<p>To develop the leadership capacity of teams to design and implement comprehensive systems of quality professional development (PD) that are aligned with school goals and that enhance student learning, thereby creating school cultures that support deep learning for students and adults alike.</p> <p>Audience/Targeted Attendees: Team members from schools, school districts, charters and other educational groups. (Recommended team size is six members of representative stakeholders.) Teams must include at least one administrator with authority to make decisions regarding professional development (principal and/or central office administrator).</p>	<p>In this three-year curriculum, small teams of educators from the same school or district learn together how to design, implement and evaluate a high quality, effective professional development (PD) plan focused on improving schools and raising student achievement. Each year of the training series consists of four, two-day sessions and a three-day Summit in June which serves as a culminating event for the year's work.</p> <p><u>Year 1</u> Focus on PD program design basics including data driven decision making, NSDC staff development standards, and PD models.</p> <p><u>Year 2</u> Focus on plan implementation, establishment of accountability and evaluation systems.</p> <p><u>Year 3</u> Advancement of learning about systemic change and focus on continuous leadership of improvement efforts.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> Describe, analyze, & critique their school or district's current approach to PD Demonstrate skillful collaboration with team members and with colleagues Interpret school data and documents to decide on relevant PD interventions Decide how to build support for the structures and processes that are necessary to sustain quality PD Develop a plan for a comprehensive system of PD Implement, evaluate and improve the PD plan. <p><u>Registration Questions:</u> Laura Dudzik laura.dudzik@azed.gov</p> <p><u>Programmatic Contact:</u> Donna Campbell donna.campbell@azed.gov</p>



Standards-Based Best Practices

Number Sense Training-of-Trainers Institute K-3

Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 4

INTENT	DESCRIPTION	OUTCOMES
<p>To provide content knowledge and methods for effectively teaching number sense concepts.</p> <p>Audience/Targeted Attendees: County, district, or mathematics teacher - leaders who deliver standards-based professional development</p>	<p>This specific institute is divided into two sessions. Both sessions focus on critical number sense concepts appropriate for grades K-3. Elements of Cognitively Guided Instruction are embedded within the sessions. The purpose of this institute is to provide lead teachers/curriculum specialists with a professional development opportunity that will build knowledge and understanding of the concept, translate knowledge into effective practice, and promote teacher analysis and reflection. Each participant will leave with all the necessary materials to replicate this professional development offering so that trainings can be consistent in content and locally accessible throughout the state.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Distinguish the big ideas of number sense and how they relate to operation sense• Recognize powerful connections between number sense ideas and literature• Understand the importance of focusing on student thinking (Cognitively Guided Instruction)• Model vocabulary development strategies and the process standards of communication, problem-solving, connections, reasoning and proof, and representation <p>Registration Questions: Teresa Rivera trivera@ade.az.gov</p>

"I advise my students to listen carefully the moment they decide to take no more mathematics courses. They might be able to hear the sound of closing doors."
James Caballero

Standards-Based Best Practices

Number Sense Training-of-Trainers Institute 7-12

Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 4

INTENT	DESCRIPTION	OUTCOMES
<p>To provide content knowledge and methods for middle and high school students' number sense misconceptions.</p> <p>Audience/Targeted Attendees: County, district, or school mathematics teacher-leaders who deliver standards-based professional development</p>	<p>This specific institute will focus on the big ideas of Number Sense. The following areas will be explored in this training:</p> <ul style="list-style-type: none"> * The first section will identify common misconceptions students have regarding Number Sense. * The second section will draw attention to critical Number Sense concepts appropriate for grades 7-12, in particular: identification, classification, and properties of real number systems. * The third section will be devoted to implementing the Training of Trainers model and the application of number systems with extensions into probability. <p>The purpose of this institute is to provide lead teachers/curriculum specialists with a professional development opportunity that will build knowledge and understanding of the concept, translate knowledge into effective practice, and promote teacher analysis and reflection. Each participant will leave with all the necessary materials to replicate this professional development offering so that trainings can be consistent in content and locally accessible throughout the state.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Differentiate ideas about numbers, number systems, and number theory to encompass the big ideas about properties of numbers and operations in different number systems (Woodbury, 2000) • Recognize the importance of symbolic representation and theory of equations, including the big ideas of the use of variables and the properties of equations and operations on equations (Woodbury, 2000) • Understand the importance of focusing on student thinking • Model vocabulary development strategies and the process standards of communication, problem-solving, connections, reasoning and proof, and representation <p>Registration Questions: Teresa Rivera trivera@ade.az.gov</p>

Standards-Based Best Practices

Selecting Curricula Seminar

Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 4

INTENT	DESCRIPTION	OUTCOMES
<p>To provide insight on the important features of core curriculum programs and factors involved in choosing among them.</p> <p>Audience/Targeted Attendees: Teams consisting of lead teachers, building or district administrators, and other educators involved in the selection of core curriculum programs</p>	<p>This four-hour seminar focuses on the important features of core curriculum programs and factors involved in choosing among them. Participating teams will learn about the key characteristics of standards alignment and apply an alignment rubric used by Arizona educators.</p>	<p>Participants will:</p> <ul style="list-style-type: none">● Identify key characteristics that are essential to standards alignment in Mathematics, Science, and Social Studies at the elementary and middle school levels● Apply a rubric based on these key alignment characteristics● Recognize effective selection processes● Develop a strategic plan for selecting core curriculum programs across grade levels <p><u>Registration Questions:</u> Teresa Rivera trivera@ade.az.gov</p>

CURRICULUM: *Mathematics*

Standards-Based Best Practices

Considering New Mathematics Curricula Seminar

Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 4

INTENT	DESCRIPTION	OUTCOMES
<p>To support district teams in the selection of curriculum programs.</p> <p>Audience/Targeted Attendees: District Teams consisting of lead teachers, building or district administrators, or other educators involved in the selection of mathematics curriculum; team compositions that include a mix of teachers and administrators from different grade levels are recommended</p>	<p>This two-day seminar focuses on the features of the curriculum programs and factors involved in choosing among them. Participating district teams will learn about effective methods for selecting, piloting, and implementing the programs, and consider how programs at different grade levels fit together.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Identify the key characteristics of standards-based, comprehensive mathematics curriculum materials at the elementary, middle, and high-school levels• Recognize effective selection and implementation processes and criteria• Develop a strategic plan for selecting, piloting, and implementing a mathematics curriculum across grade levels <p>Registration Questions: Teresa Rivera trivera@ade.az.gov</p>

Standards-Based Best Practices

Mathematics and Science Standards Academy

Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 4

INTENT	DESCRIPTION	OUTCOMES
<p>To build leadership capacity in mathematics and science content and pedagogy.</p> <p>Audience/Targeted Attendees: County, district, or mathematics/science teacher-leader teams who meet the following criteria: Highly Qualified Educators who demonstrate expertise in the area of K-12 standards-based teaching and learning pertaining to content knowledge, pedagogy, and how children learn mathematics and science, and who have served in a science or mathematics leadership capacity within their schools/districts and/or have experience in the delivery of K-12 professional development</p>	<p>This academy will provide training and tools for county, district, and school teams of teacher leaders to implement a standards-based system using the Mathematics and Science Standards and current research-based practices. This offering will emphasize several different relevant strands:</p> <ul style="list-style-type: none">* content-specific sessions in mathematics and science* leadership and professional development* data driven decision making and assessment* cross-curricular connections	<p>Participants will:</p> <ul style="list-style-type: none">• Understand and apply the power of collaboration• Build a leadership capacity within their sphere of influence• Create an action plan focusing on student learning• Build upon their knowledge and understanding of concepts• Translate knowledge into effective practice (teaching/professional development) <p>Registration Questions: Teresa Rivera trivera@ade.az.gov</p>

CURRICULUM: *Mathematics*

Standards-Based Best Practices

Systematic Listing & Counting with Connections to Algebra and Probability Training-of-Trainers Institute K-12

Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 4

INTENT	DESCRIPTION	OUTCOMES
<p>To provide content knowledge and methods for effectively teaching Systematic Listing & Counting.</p> <p>Audience/Targeted Attendees: County, district, or school mathematics teacher-leaders who deliver standards-based professional development</p>	<p>This specific institute focuses on the Discrete Mathematics concept of Systematic Listing & Counting. Connections are made to algebra, probability, and literature throughout this training. The purpose of this one-day institute is to provide lead teachers/curriculum specialists with a professional development opportunity that will build knowledge and understanding of the concept, translate knowledge into effective practice, and promote teacher analysis and reflection. Each participant will leave with all the necessary materials to replicate this professional development offering so that trainings can be consistent in content and locally accessible throughout the state.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Understand the importance of systematic listing & counting, and how this concept connects to algebra and probability• Recognize powerful connections between systematic listing & counting and literature• Model vocabulary development strategies and the process standards of communication, problem-solving, connections, reasoning and proof, and representation <p>Registration Questions: Teresa Rivera trivera@ade.az.gov</p>

Standards-Based Best Practices

Vertex-Edge Graphs Training-of-Trainers Institute K-8

Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 4

INTENT	DESCRIPTION	OUTCOMES
<p>To provide content knowledge and methods for effectively teaching Vertex-Edge Graphs.</p> <p>Audience/Targeted Attendees: County, district, or mathematics teacher-leaders who deliver standards-based professional development</p>	<p>This specific institute focuses on the Discrete Mathematics concept of Vertex-Edge Graphs. Literature connections are highlighted throughout this training. The purpose of this one-day institute is to provide lead teachers/curriculum specialists with a professional development opportunity that will build knowledge and understanding of the concept, translate knowledge into effective practice, and promote teacher analysis and reflection. Each participant will leave with all the necessary materials to replicate this professional development offering so that trainings can be consistent in content and locally accessible throughout the state.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Understand the important ideas embedded within the concept of Vertex-Edge Graphs• Recognize powerful connections between Vertex-Edge Graphs and literature• Model vocabulary development strategies and the process standards of communication, problem-solving, connections, reasoning and proof, and representation. <p>Registration Questions: Teresa Rivera trivera@ade.az.gov</p>

CURRICULUM: *Reading*

Standards-Based Best Practices

Adolescent Readers: Teaching Essential Components of Reading

Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 4

INTENT	DESCRIPTION	OUTCOMES
<p>To provide teachers with research-based strategies to effectively address the critical components of reading.</p> <p>Audience/Targeted Attendees: County, district, or language arts teacher leaders</p>	<p>This two-day institute, presented by Frank Smith and SoprisWest, will offer teachers strategies to help students become more competent readers. It will provide an overview of the scientific research in adolescent literacy and effective instructional strategies to teach advanced decoding, vocabulary, fluency and comprehension.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Review the research that forms the foundation for effective adolescent literary instruction• Develop skills and practice in using advance decoding techniques• Use and interpret reading fluency measures as progress monitoring tools• Design interventions based on data• Identify and apply explicit comprehension strategies that will assist students in taking meaning from text <p>Registration Questions: Shelly Pollnow spollnow@ade.az.gov</p>

Standards-Based Best Practices

Elements of Effective Reading Lessons: Increasing Vocabulary Knowledge – An Essential Element in Raising Reading Achievement

Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 4

INTENT	DESCRIPTION	OUTCOMES
<p>To provide teachers with research-based vocabulary instruction in content-area reading.</p> <p>Audience/Targeted Attendees: Teachers of grades 4-10</p>	<p>The research in vocabulary instruction is clear that teachers must use a variety of specific strategies before, during, and after reading assignments to increase students' vocabulary skills. This one-day module, presented by Kevin Feldman and SoprisWest, teaches participants to weave research validated vocabulary instruction into both direct skill instruction in the 90-minute reading block and content-area reading. Additionally this workshop will give participants the skills to assess their student's vocabulary level. The session will emphasize and broaden their level of language proficiency.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Recognize strategies that aid students in improving the development of their vocabulary• Develop skills to analyze critical vocabulary in content areas• Examine techniques to provide practice and maintain vocabulary development in all subject areas <p>Registration Questions: Shelly Pollnow spollnow@ade.az.gov</p>

CURRICULUM: *Reading*

K-12 Literacy

Language Essentials for Teachers of Reading and Spelling (LETRS) for Adolescent Readers

Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 4

INTENT	DESCRIPTION	OUTCOMES
<p>To build capacity within our state, by presenting this content to representatives from districts who have responsibility for professional development of K-3 teachers.</p> <p>Audience/Targeted Attendees: LETRS Institutes are designed primarily for staff developers with experience or background in teaching reading. Applications are available at: http://www.ade.azreads/prodev.asp</p>	<p>LETRS addresses each component of reading instruction— phoneme awareness, decoding, spelling and word study; oral language development; vocabulary; reading fluency; comprehension; and writing— as well as the foundational concepts that link them.</p> <p>The unique challenge of teaching English Language Learners (ELL), dialect speakers, and students with other learning difficulties are also targeted, as are assessment and evaluation of student performance.</p> <p>Each module is written to engage learners with questions, problems, and tasks that lead to understanding and application. Modules selectively incorporate and recommend the use of readings, videos, and other media resources.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Apply practical skills of instruction in a comprehensive reading program including 5 essential elements and written composition• Examine scientific research, reading development, knowledge of language structure and its application• Use assessment data to inform instruction• Explore the benefits of ongoing collegial coaching/ mentoring <p>Registration Questions: Teresa Rivera Teresa.Rivera@azed.gov</p>

K– 12 Literacy

Language Essentials for Teachers of Reading And Spelling (LETRS)

Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 4

INTENT	DESCRIPTION	OUTCOMES
<p>To develop a deep knowledge base of the essential components of effective reading instruction.</p> <p>Audience/Targeted Attendees: K-3 teachers, K-12 special education teachers, reading specialists, curriculum coordinators, reading coaches, elementary school administrators with experience in teaching reading</p>	<p>This training was developed by Dr. Louisa Moats, author of "Teaching Reading is Rocket Science." To reach all learners, teachers must understand how students learn to read and write, the reasons why some children fail to learn, and the instructional strategies best supported by research. The institutes focus on the foundation, content and procedures of research-based reading instruction. The nine modules are offered as three, three-day institutes, and explore the causes of reading difficulties and the methods to prevent reading failure in young students.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Identify key information about each component of reading instruction – phonemic awareness, phonics, decoding, spelling, and word study; oral language development; vocabulary; reading fluency; comprehension; and writing• Determine why specific instructional practices are effective and how to implement them• Understand how to effectively use assessment and evaluation of student performance in reading to improve student learning.• Examine professional development methods that are successful with diverse groups of teachers <p>Registration Questions: Teresa Rivera Teresa.Rivera@azed.gov</p>

CURRICULUM: *Reading*

K-12 Literacy

Foundations of Scientifically-Based Reading Instruction for K-3

Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 4

INTENT	DESCRIPTION	OUTCOMES
<p>To familiarize teachers with scientifically based reading research (SBRR) and how it translates into practice in the classroom.</p> <p>Audience/Targeted Attendees: K-3 teachers, special education teachers, principals, curriculum coordinators</p> <p>TIME OF YEAR: Schedules are set by the County ESA's. Information can be obtained from the ADE AZ READS webpage and each county's website.</p>	<p>These trainings are sponsored by ADE and offered in each county at locations set by the county's professional development office. This three-day academy is designed to support assessment and instructional practices that are grounded in scientifically-based reading research for Reading First teachers and principals. Content includes a focus on high quality, comprehensive K-3 reading instruction for all children.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Understand scientifically-based reading research with a focus on the 5 Big Ideas of reading instruction• Apply Arizona's Reading Standard and its alignment with A.R.S. 15-704• Determine how to use SBRR instructional strategies to design instruction in classrooms• Examine instructional strategies for differentiating and scaffolding instruction guided by data-driven assessments <p>Registration Questions: Teresa Rivera teresa.rivera@azed.gov</p>

Standards-Based Best Practices

Struggling Adolescent Readers

Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 4

INTENT	DESCRIPTION	OUTCOMES
<p>To provide teachers with research-based strategies to effectively address issues in adolescent reading.</p> <p>Audience/Targeted Attendees: 5-9 teachers, special education teachers, principals, curriculum coordinators</p>	<p>Middle school is a critical period for students facing reading failure. It is in grades six through eight that struggling readers may fall seriously behind their peers, jeopardizing their chances for success in high school and beyond. Despite the importance of their task, middle school teachers are often forced to use reading curricula that are outdated, impractical, or simply don't work.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Master the most current research-validated strategies for increasing fluency• Understand the key components of vocabulary, comprehension, and decoding skills <p>Registration Questions: Shelly Pollnow Shelly.pollnow@azed.gov</p>

K-12 Literacy

Training-of-Trainers:
Foundations of Scientifically
Based Reading Instruction

Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 4

INTENT	DESCRIPTION	OUTCOMES
<p>To prepare district trainers to present the AZ K-3 Reading Academies to their district teachers..</p> <p>Audience/Targeted Attendees: K-3 teachers, special education teachers, principals, curriculum coordinators</p>	<p>Participants will be trained to deliver the K-3 Reading Academy content modules to the teachers in their district with the shared commitment to maintain the integrity of the content. Training material is grade specific and provides eighteen hours of professional development. Participants will be provided Academy training materials for each of the four grade levels – K, 1, 2, and 3.</p>	<p>Participants will:</p> <ul style="list-style-type: none">Attend the 3-day training with a team member(s)Know the scope and sequence of each grade level's training materialsUnderstand the key components of scientifically-based reading researchUnderstand how to support teachers in transferring the research into practiceExamine effective presentation techniques to ensure a successful training experience for teachersDemonstrate effective presentation techniques to ensure a successful training experience for teachersCreate an action plan for providing a Reading Academy training to their district teachers <p>Registration Questions: Teresa Rivera teresa.rivera@azed.gov</p>



Exceptional Student Services

SIG Reading Program

Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 4

INTENT	DESCRIPTION	OUTCOMES
<p>To provide teachers with research-based strategies to effectively improve the reading performance of all students with an emphasis on students with disabilities.</p> <p>Audience/Targeted Attendees: A school team consisting of a minimum of three staff members from a low performing school. The team must include a Building Administrator, a Special Education Teacher, and a General Education Reading Teacher.</p>	<p>This series of four, two-day trainings is designed to assist school teams with the implementation of systemic change in reading instruction in order to improve reading performance for students with disabilities. Content includes action planning and goal setting, analyzing data from curriculum-based measurements to inform instructional practices, intervention strategies, effective instructional methods and use of scientifically-based research validated differentiated instruction, accommodations and modifications in mainstream classrooms. Emphasis is on collaborative partnerships between general and special education teachers.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Understand the process of implementing systemic change in order to enhance and improve reading instruction • Create realistic action plans to bring about systemic change in delivery of reading instruction • Learn the five critical elements of reading instruction and apply strategies for teaching each of the elements • Utilize Curriculum-Based Measurement (CBM) for on-going student benchmarking and progress monitoring throughout the school year • Analyze assessment data to drive instructional practices • Use differentiated instruction, accommodations, and modifications to maximize success for students with disabilities in the regular classroom <p><u>Registration Questions:</u> Carol Crawford carol.crawford@azed.gov</p>

CURRICULUM: *Science*

Standards-Based Best Practices

Training-of-Trainers: The Science Standard and the Backward Design Model

Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 4

INTENT	DESCRIPTION	OUTCOMES
<p>To deepen understanding of the Science Standard and curriculum alignment.</p> <p>Audience/Targeted Attendees: County, district, or science teacher-leaders who deliver standards-based professional development</p>	<p>Participants will use the Backward Design Model to gain a deeper understanding of the content within the Science Standard and what students need to know, understand, and be able to do in order to be proficient. Each trainer will leave with materials to replicate this professional development opportunity so that trainings can be consistent in content and locally accessible throughout the state.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Recognize the three stages of the Backward Design Model• Unwrap performance objectives and analyze their critical parts• Identify Big Ideas and Essential Questions• Compare ways of measuring student learning <p>Registration Questions: Teresa Rivera teresa.rivera@azed.gov</p>

Standards-Based Best Practices

Unwrapping the Science Standard and the Backward Design Model Grades K-12

Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 4

INTENT	DESCRIPTION	OUTCOMES
<p>To deepen understanding of the Science Standard and curriculum alignment.</p> <p>Audience/Targeted Attendees: County, district, or science teacher-leaders who deliver standards-based professional development</p>	<p>This course has been developed to help district level curriculum teams and classroom teachers implement the procedures outlined in "The Science Standard and the Backward Design Model"; a workshop designed by Lacey Wieser of ADE, and models the concepts of "Understanding by Design", "essential questioning techniques" and "unwrapping the standards". Teachers will master these concepts by exploring researched articles, participating in discussion forums, viewing streaming videos, and creating a unit plan demonstrating their understanding at a mastery level.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Recognize the three stages of the Backward Design Model• Unwrap performance objectives and analyze their critical parts• Identify Big Ideas and Essential Questions• Compare ways of measuring student learning <p>Registration Questions: Teresa Rivera teresa.rivera@azed.gov</p>

"The scientist does not study nature because it is useful; he studies it because he delights in it, and he delights in it because it is beautiful. If nature were not beautiful, it would not be worth knowing, and if nature were not worth knowing, life would not be worth living."

Jules Henri Poincaré

CURRICULUM: *Science*

Standards-Based Best Practices

Mathematics and Science Standards Academy

Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 4

INTENT	DESCRIPTION	OUTCOMES
<p>To build leadership capacity in mathematics and science content and pedagogy.</p> <p>Audience/Targeted Attendees: County, district, or mathematics/science teacher- leader teams who meet the following criteria: Highly Qualified Educators who demonstrate expertise in the area of K-12 standards-based teaching and learning pertaining to content knowledge, pedagogy, and how children learn mathematics and science, and who have served in a science or mathematics leadership capacity within their schools/districts and/or have experience in the delivery of K-12 professional development</p>	<p>This academy will provide training and tools for county, district, and school teams of teacher leaders to implement a standards-based system using the Mathematics and Science Standards and current research-based practices. This offering will emphasize several different relevant strands:</p> <ul style="list-style-type: none"> * content-specific sessions in mathematics and science * leadership and professional development * data driven decision making and assessment * cross-curricular connections 	<p>Participants will:</p> <ul style="list-style-type: none"> • Understand and apply the power of collaboration • Build a leadership capacity within their sphere of influence • Create an action plan focusing on student learning • Build upon their knowledge and understanding of concepts • Translate knowledge into effective practice (teaching/professional development) <p>Registration Questions: Teresa Rivera teresa.rivera@azed.gov</p>

Standards-Based Best Practices

Training-of-Trainers K-8 Physical Science, Concept 1: What Teachers Need to Know and Be Able to Teach

Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 4

INTENT	DESCRIPTION	OUTCOMES
<p>To provide content knowledge and methods for effectively teaching Properties of Matter.</p> <p>Audience/Targeted Attendees: County, district, or science teacher-leaders who deliver standards-based professional development to K-8 teachers</p>	<p>This specific institute focuses on Concept 1, Properties of Matter of Physical Science at the K-8 level. Participants will build knowledge and understanding of the concept, translate knowledge into effective practice, and promote teacher analysis and reflection. Literature connections are highlighted throughout this training. Each trainer will leave with information to replicate this professional development opportunity so that trainings can be consistent in content and locally accessible throughout the state.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Demonstrate content knowledge of this physical science concept • Integrate content from Strands 1-3 with the physical science concepts • Model effective teaching practices for K-8 students • Recognize resources that support the teaching of the standard <p>Registration Questions: Teresa Rivera teresa.rivera@azed.gov</p>

Standards-Based Best Practices

Properties of Matter (Grades 5-8)

Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 4

INTENT	DESCRIPTION	OUTCOMES
<p>To improve understanding of the properties of matter.</p> <p>Audience/Targeted Attendees: Science teachers grades 5-8</p>	<p>Participants will analyze the scope and depth of Strand 5, Concept 1 (Properties of Matter) of the Science Standard, including common student misconceptions. Activities are designed to build teacher content knowledge and to translate that knowledge into effective practice.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Understand how the performance objectives are designed to support the Big Ideas of the concept• Integrate objectives from Strand 1-3 with the physical science concepts <p>Registration Questions: Teresa Rivera teresa.rivera@azed.gov</p>



CURRICULUM: *Social Studies*

Standards-Based Best Practices

Introducing the Social Studies Standard Institute

Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 4

INTENT	DESCRIPTION	OUTCOMES
<p>To introduce the new Social Studies Standard.</p> <p>Audience/Targeted Attendees: K-12 administrators and curriculum personnel</p>	<p>This half-day training will introduce participants to the new Social Studies Standard. Each participant will leave with all the necessary materials to replicate this professional development opportunity so that trainings can be consistent in content and locally accessible throughout the state.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Crosswalk the “old” standard with the “new”• Understand scheduling options in the elementary school day• Examine curriculum/lesson design• Review available resources• Identify cross-curricular connections <p>Registration Questions: Teresa Rivera teresa.rivera@azed.gov</p>

Standards-Based Best Practices

Social Studies Standard: What Teachers Need to Know and Be Able to Teach

Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 4

INTENT	DESCRIPTION	OUTCOMES
<p>To provide content and methods for effectively teaching social studies.</p> <p>Audience/Targeted Attendees: Teachers of grades K-6</p>	<p>This two-day training will examine the content teachers need to teach social studies.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Understand the content needed to teach social studies• Understand effective strategies for teaching social studies content to elementary students <p>Registration Questions: Teresa Rivera teresa.rivera@azed.gov</p>

CURRICULUM: *Writing*

Standards-Based Best Practices

Six Traits & AIMS, A Two-Day Training-of-Trainers Institute

Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 4

INTENT	DESCRIPTION	OUTCOMES
<p>To provide a refresher of Six Traits with an emphasis on the Arizona Articulated Writing Standard and writing for AIMS</p> <p>Audience/Targeted Attendees: County, district, or teacher leaders who deliver standards-based professional development K-12</p>	<p>Participants will revisit the Six trait writing model with application to both teaching and scoring the traits. Correlation to the Arizona Articulated Writing Standard will be emphasized. Day one will be a refresher to teaching the traits and an introduction to using the rubric to score Arizona student AIMS writing. Day two will focus on scoring practice. Student-written papers from released AIMS prompts will be scored and discussed. Participants will receive a training binder of materials and a CD with 72 student papers for use in the classroom. These materials can also be used for replicating this professional development opportunity so that trainings can be consistent in content and locally accessible throughout the state.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Apply Six traits in classroom instruction• Apply Six traits to score student writing• Understand the scoring process for AIMS writing <p>Registration Questions: Teresa Rivera teresa.rivera@azed.gov</p>

Standards-Based Best Practices

Six Traits & AIMS, An Introduction to Using Six Traits in Arizona Classrooms

Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 4

INTENT	DESCRIPTION	OUTCOMES
<p>To familiarize teachers in all content areas with Six Traits as an instructional tool and diagnostic scoring rubric.</p> <p>Audience/Targeted Attendees: K-12 educators who have not had formal Six Trait training</p>	<p>The purpose of this one-day Institute is to provide educators with a basic understanding of the traits and how to use them in all content areas as a teaching and an assessment tool. The Arizona Articulated Writing Standard will also be reviewed in conjunction with content application. Introduction to scoring the Six Trait Rubric will conclude the day. Participants will receive materials and samples of Arizona student writing.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Understand the Six Traits as both an instructional and scoring guide• Understand teaching ideas for each trait that correlate with the AZ Academic Writing Standard• Score with the Six Trait Rubric <p>Registration Questions: Teresa Rivera teresa.rivera@azed.gov</p>

CURRICULUM: *Early Childhood*

Exceptional Student Services

Arizona Early Learning Standards (AELS)

Standards from the *Standards and Rubrics for School Improvement*
Standard 4

INTENT	DESCRIPTION	OUTCOMES
<p>To provide an in-depth examination of the Arizona Early Learning Standards that will lead to effective planning of quality learning experiences for children 3 to 5 years of age.</p> <p>Audience/Targeted Attendees: Teachers, child care providers' administrators working with young children in any early care and education setting in urban, rural and tribal communities</p>	<p>This series will examine the indicators, strands and concepts in the 7 domains of AELS. The interconnectedness of social emotional, language/literacy, mathematics, science, social studies, physical development and fine arts will be explored.</p> <p>Emphasis will be given to :</p> <ul style="list-style-type: none">• Foundational knowledge and understanding of the 7 domains in the AELS• Alignment of AELS to curriculum, resources, assessment and Guidelines for Comprehensive Early Education Programs• Inclusive and best early childhood practices in the implementation of the AELS• Use of ongoing progress monitoring as a planning/teaching tool• Combining AELS with program standards to provide a comprehensive quality early learning program• Linking AELS to school readiness	<p>Participants will:</p> <ul style="list-style-type: none">• Implement AELS to support children in reaching their highest potential• Align AELS to current curriculum, ongoing progress monitoring and instructional practices• Evaluate lesson planning, choice of materials, activities and interactions with children using AELS as a guide• Recognize and capture unexpected learning opportunities to spotlight AELS strands and concepts• Articulate child's outcomes/progress to family• Foster family involvement in the child's education <p><u>Scheduling Questions and Programmatic Contact:</u> Delores Roulhac-Nance delores.roulhac@azed.gov</p>

"Through learning we re-create ourselves. Through learning we become able to do something we were never able to do."

Peter Senge

Early Childhood Education

Implementing the National Individualizing Preschool Inclusion Project

Standards from the *Standards and Rubrics for School Improvement*
Standard 2, 4

INTENT	DESCRIPTION	OUTCOMES
<p>To provide a research-based framework to promote best practices for preschool inclusion based on the “National Individualizing Preschool Inclusion Project”.</p> <p>Audience/Targeted Attendees:</p> <p>Superintendents, school board members, directors of special education, preschool coordinators, early childhood special education teachers, early childhood teachers</p>	<p>The Individualizing Inclusion Model is based on three principal components of quality inclusive practices in preschool environments. This session will focus on those components:</p> <ul style="list-style-type: none"> * Functional Intervention Planning Using Routines-Based Assessment * Integrated Specialized Services * Embedded Intervention 	<p>Participants will:</p> <ul style="list-style-type: none"> • Demonstrate knowledge of implementing the <i>National Individualizing Preschool Inclusion Program</i> model • Explain how Routines-Based Assessment promotes family empowerment • Outline benefits of quality inclusive environments and conclude that inclusion without high quality intensive intervention, adaptations and modifications is not effective • Communicate children with disabilities require more than just being placed with typically developing peers to ensure reaching their maximum potential and maximizing early brain development and learning opportunities <p><u>Scheduling Questions and Programmatic Contact:</u> Delores Roulhac-Nance delores.roulhac@azed.gov</p>

Health and Nutrition

Arizona Nutrition Standards

Standards from the *Standards and Rubrics for School Improvement*
Standard 1, 2, 4

INTENT	DESCRIPTION	OUTCOMES
<p>To provide content knowledge and a detailed overview of A.R.S. 15-242, the Arizona Nutrition Standards.</p> <p>Audience/Targeted Attendees: Administrators, food service directors, food service managers and teachers</p>	<p>This workshop will cover the purpose of the Arizona Nutrition Standards, as well as give a detailed overview of the legal regulations. Also covered are specific food standards, beverage standards, and portion sizes.</p> <p>An activity using the “Healthy Snack Turn” will be used to assist participants in selecting foods (using nutrition facts labels) that meet all nutritional standards.</p>	<p>Participants will:</p> <ul style="list-style-type: none">Implement the Arizona Nutrition Standards and apply all learned principles to school food service operation <p><u>Registration Questions:</u> Teresa McCormack teresa.mccormack@azed.gov</p>

Standard III: Classroom and School Assessments

The district or school uses standards-based assessments, strategies and data to measure and monitor student performance and to revise curriculum and instruction as needed

1. AIMS and NAEP

Pg.104– Pre-Test Workshop

- National Assessment of Educational Progress Data Explorer and Question Tool: From the Web to the Classroom

2. Arts Assessments

Pg.105– Creating Arts Assessments: Models and Means

3. Reading Assessments

Pg.106– DIBELS Data-Based Decision-Making (Leader)

- DIBELS Administration and Scoring Training

Pg.107– DIBLS Leadership Institute (DLI)

4. Data

Pg.108– A Data Driven Approach to Continuous Improvement

5. Early Childhood Assessments

Pg.109– Early Childhood Assessment Training

- Early Childhood Quality Improvement Process (ECQUIP) Refresher Training

Pg.110– A Team Approach to Transition from Early Intervention to Early Childhood

Pg.111– 3rd Annual Early Learning Conference

6. General Education Diploma (G.E.D.) Assessments

Pg.112– Adult Education Program Directors and GED Examiners Joint Institute

7. English Language Learners

Pg.113– Arizona English Language Learner Assessment (AZELLA) Training



Classroom and School Assessments

ASSESSMENT: *AIMS and NAEP*

Assessment

Pre-Test Workshops

Standards from the *Standards and Rubrics for School Improvement*
Standard 3, 4

INTENT	DESCRIPTION	OUTCOMES
<p>Train test coordinators on test administration and preparation guidelines.</p> <p>Audience/Targeted Attendees: District and Charter Holder Test coordinators are required to attend</p>	<p>Participants in this workshop will be trained in procedures necessary for the correct administration of the AIMS and <i>TerraNova</i> tests. There is a limit of only two registrants per district/charter operator/ private school.</p> <p>Fall Workshops (HS only) are held in September. Spring Workshops (all districts/charters).</p>	<p>Participants will:</p> <ul style="list-style-type: none"> Understand the procedures to correctly administer state tests <p><u>Scheduling Questions and Programmatic Contact:</u> Irene Hunting Irene.Hunting@azed.gov</p>

Assessment

National Assessment of Educational Progress Data Explorer and Question Tool: From the Web to the Classroom

Standards from the *Standards and Rubrics for School Improvement*
Standard 3

INTENT	DESCRIPTION	OUTCOMES
<p>Provide interactive tutorial on obtaining test results from NAEP and utilizing the question tool for ongoing classroom use.</p> <p>Audience/Targeted Attendees: Teachers, district assessment directors, content experts, superintendents, principals, and parents</p>	<p>This interactive presentation will introduce participants to the National Assessment of Educational Progress (NAEP) website. We will work with the NAEP Data Explorer tool to show participants how to obtain the NAEP results they are interested in utilizing to guide their instruction. The Item Map and Question Tool will be demonstrated to show how these tools can be helpful in creating formative assessments to be used in the classroom. Participants will have time to work with these tools, ask questions as needed during this session. Participants will leave the presentation with their own formative assessment customized to their classroom needs.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> Navigate through the NAEP website Explore the NAEP Data Explorer Utilize the Question Tool for classroom use Understand the Item Map and how informative it can be when tied with the Data Explorer and Question Tool Take home their customized formative assessment <p><u>Scheduling Questions and Programmatic Contact:</u> Irene Hunting irene.hunting@azed.gov</p>

ASSESSMENT: *Arts Assessments*

Innovative & Exemplary Programs

Creating Arts Assessments: Models and Means

Standards from the *Standards and Rubrics for School Improvement*
Standard 3

INTENT	DESCRIPTION	OUTCOMES
<p>To provide arts educators information on standards-based arts assessment.</p> <p>Audience/Targeted Attendees: Arts educators and administrators</p>	<p>An interactive lecture/demo for arts educators on assessment in arts education. Will include an opportunity to showcase/review local arts education assessment practices.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Learn a variety of models regarding arts education assessment• Create connections between standards-based teaching and assessment• Evaluate current assessment practices• Design new/revised assessment tools for arts education <p><u>Scheduling Questions:</u> Anne Trujillo anne.trujillo@azed.gov</p> <p><u>Programmatic Contact:</u> Lynn Tuttle lynn.tuttle@azed.gov</p>

"Without question...students must be regarded as the most important users of classroom assessment results."

Richard J. Stiggins

ASSESSMENT: *Reading Assessments*

K-12 Literacy

DIBELS Data-Based Decision-Making (Leader)

Standards from the *Standards and Rubrics for School Improvement*
Standard 3

INTENT	DESCRIPTION	OUTCOMES
<p>To further develop the knowledge and skills of educational leaders regarding early literacy programs at the system level</p> <p>Audience/Targeted Attendees: School and district leadership who have collected benchmark data</p>	<p>The purpose of this training opportunity is to develop skills to interpret and analyze district, school, grade, and classroom level data. Leaders will be assisted with the creation of an action plan for allocating resources and selecting instructional support materials.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> Understand how to interpret and analyze district, school, grade, and classroom-level data Identify a Reading Leadership Team and develop a plan for sharing data with staff and community Examine strategies for running data meetings Create action plan for allocating resources and selecting support materials <p><u>Scheduling Questions and Programmatic Contact:</u> Randy Huckabone randy.huckabone@azed.gov</p>

K-12 Literacy

DIBELS Administration and Scoring Training

Standards from the *Standards and Rubrics for School Improvement*
Standard 3

INTENT	DESCRIPTION	OUTCOMES
<p>To ensure that all participating school staff are trained to administer DIBELS accurately and reliably and to understand the importance of assessment in an early reading program.</p> <p>Audience/Targeted Attendees: District/school-level assessment teams responsible for assessing students. Participants may include, but are not limited to, district-level staff developers, principals, site administrators, coaches, assessment coordinators, classroom teachers, special education teachers, specialists (SLP, ELL Title I, etc.) librarians, school psychologists, paraprofessionals.</p>	<p>This two-day presentation presented by an Arizona Certified DIBELS trainer will focus on the administration, scoring, interpretation, and use of DIBEL assessment measures within a comprehensive scientifically-based reading program.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> Administer and score DIBELS measures Use DIBELS Data Management System Know how to organize a school-wide assessment system Understand the importance of early reading assessment and its place in Arizona <p><u>Scheduling Questions and Programmatic Contact:</u> Randy Huckabone randy.huckabone@azed.gov</p>

ASSESSMENT: *Reading Assessments*

K-12 Literacy

DIBELS Leadership Institute (DLI)

Standards from the *Standards and Rubrics for School Improvement*
Standard 3

INTENT	DESCRIPTION	OUTCOMES
<p>To further develop the knowledge and skills of educational leaders regarding early literacy programs at the system level.</p> <p>Audience/Targeted Attendees: Staff developers and school leaders with experience teaching and assessing reading and are responsible for the professional development of K-3 teachers, K-12 special education teachers and instructional support personnel. Attendees must have previously used DIBELS/AIMSweb to assess students grades K-3 within a benchmark situation.</p>	<p>This five-day presentation presented by Angela Denning and Colleagues of ADE's Standards-Based Teaching and Learning Section will focus on the administration, scoring, interpretation, and use of the DIBEL assessment measures within a comprehensive scientifically-based reading program.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Understand DIBELS training requirements• Attend all 5 days of Institute• Reliably administer and score DIBELS measures• Use DIBELS and AIMSweb Data Management Systems• Organize a school-wide assessment system• Interpret, analyze and use data for instructional decision making• Read and react to pertinent research articles• Present one DIBELS measure to a small group• Pass a take-home exam• Co-present with an existing Certified DIBELS Trainer <p><u>Scheduling Questions:</u> Randy Huckabone randy.huckabone@azed.gov</p>

ARIZONA FACT:

ARIZONA'S STATE FLOWER IS THE SAGUARO BLOSSOM. THIS WHITE FLOWER GROWS ON THE SAGUARO CACTUS, WHICH CAN LIVE OVER 150 YEARS.

Standards-Based Best Practices

A Data Driven Approach to Continuous Improvement

Standards from the *Standards and Rubrics for School Improvement*
Standard 3

INTENT	DESCRIPTION	OUTCOMES
<p>To describe formative data that can be used by teachers and principals.</p> <p>Audience/Targeted Attendees: Grade K-12 teachers and administrators</p>	<p>This two-day session, presented by Dr. Lee Jenkins, is a fast-paced combination of practical classroom data uses, application, and in-depth description of educational problems that data can solve. This seminar starts with classroom-formative data and builds up towards school and district data. The clear aim of the presentation is describing formative data than can be used by teachers and principals immediately.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Learn how to interpret and analyze district, school, grade, and classroom-level data • Understand and apply the Classroom Data Process • Practice graphing and analyzing school data <p><u>Scheduling Questions:</u> Shelly Pollnow shelly.pollnow@azed.gov</p>

“The most successful man in life is the man who has the best information.”
Benjamin Disraeli

ASSESSMENT: *Early Childhood Assessments*

Early Childhood Education

Early Childhood Assessment Training

Standards from the *Standards and Rubrics for School Improvement*
Standard 3

INTENT	DESCRIPTION	OUTCOMES
<p>To provide information and resources on effective and appropriate practices for assessment of young children.</p> <p>Audience/Targeted Attendees: District, Head Start, and private preschool program administrators and teachers</p>	<p>Professional development on early childhood assessment for preschool programs is provided by three approved assessment instrument companies. Users may select from one of three approved assessment instruments for use in their programs. Each session is provided for varied duration and cost and in selected locations throughout the state, depending on the assessment company. For a list of approved assessment instruments and associated training costs, go to: www.ade.az.gov/earlychildhood and select "Assessment and Data Reporting".</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Identify principles of best practices in assessment of young children• Demonstrate proficiency with selected assessment instrument to record and document observations during assessment period• Identify required elements and action steps for reporting assessment data• Demonstrate proficiency in interpretation of assessment results <p>Scheduling Questions: Alisa Cusseaux alisa.cusseaux@azed.gov</p>

Early Childhood Education

Early Childhood Quality Improvement Process (ECQUIP) Refresher Training

Standards from the *Standards and Rubrics for School Improvement*
Standard 3

INTENT	DESCRIPTION	OUTCOMES
<p>To provide information and resources on effective and appropriate practices for assessment of young children.</p> <p>Audience/Targeted Attendees: District, Head Start, and private preschool program administrators and teachers</p>	<p>Review the Early Childhood Improvement Process as required by the Arizona Department of Education. Expectations, timelines, and recommendation will be presented. Time will be available for questions and clarification.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Review the Early Childhood Improvement Process• Review Arizona Department of Education requirements <p>Scheduling Questions: Alisa Cusseaux alisa.cusseaux@azed.gov</p>

ASSESSMENT: *Early Childhood Assessments*

Exceptional Student
Services

A Team Approach to Transition
from Early Intervention to Early Childhood
Special Education and Transition to School-Aged Services
Standards from the *Standards and Rubrics for School Improvement*
Standard 4

INTENT	DESCRIPTION	OUTCOMES
<p>To provide guidance for compiling usable data from early intervention services to determine eligibility for ECSE services, and transition to school-aged services.</p> <p>Audience/Targeted Attendees:</p> <p>District Special Education Assessment Teams, AzEIP Staff, early childhood special education administrators, coordinators, and teachers</p>	<p>This two-day workshop will focus on strategies for effectively reviewing existing data and best practice for transitioning children from early intervention to preschool special education services, as well as transition to school-aged services. It will include discussion of assessment instruments and judgment-based assessment strategies.</p>	<p>Participants will:</p> <ul style="list-style-type: none">Summarize how to effectively utilize existing progress data during the assessment process to determine eligibility for preschool special education servicesDifferentiate between standardized assessment and judgment-based assessment techniques for re-interpreting preschool assessment results and utilizing school-aged eligibility criteria for children transitioning from ECSE to school-aged servicesDemonstrate benefits of working collaboratively with service providers from outside agencies to formulate a comprehensive assessment that utilizes informal anecdotal information, as well as input from parents provided by those agenciesCreate strategies for streamlining the assessment process and procedures for children transitioning from early intervention and those children that are transitioning to school-aged services. <p>Scheduling Questions and Programmatic Contact: Delores Roulhac-Nance delores.roulhac@azed.gov</p>

ASSESSMENT: *Early Childhood Assessments*

Exceptional Student Services

3rd Annual Early Learning Conference

Standards from the *Standards and Rubrics for School Improvement*
Standard 4

INTENT	DESCRIPTION	OUTCOMES
<p>To provide early childhood educators with an in-depth and diverse knowledge base related to standards, curriculum and assessment.</p> <p>Audience/Targeted Attendees: Teachers/staff, coordinators, and administrators working directly or indirectly with children ages three to six in rural, urban and tribal setting including:</p> <p>Public/ Private Preschools Childcare Centers Head Start Programs Kindergarten Programs</p>	<p>“Aligning Standards, Curriculum and Assessment” is the title and focus topic for the Early Learning Conference. The conference will consist of sessions on a variety of topics related to content/program standards, curriculum and assessment. Nationally known keynote speakers include:</p> <ul style="list-style-type: none">* Sam Meisels, Ed D.- Leading researcher in the area of early childhood assessment* Susan B. Neuman, Ed.D.- Former U.S. Assistant Secretary of Education and specialist in standards development* Dr. Judith Schickedanz - Leading researcher in child development, early literacy, and curriculum development <p>The conference schedule provides time for teams from schools/districts to meet and participate in team building/planning activities.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Utilize knowledge gained from conference sessions and keynote speakers in their classroom/program• Adapt ideas presented in conference sessions for their classroom/program use• Appraise new perspectives on topics/ideas presented at the conference• View/ recommend new products and/or services available through early childhood vendors• Accrue professional development hours <p><u>Scheduling Questions and Programmatic Contact:</u> Delores Roulhac-Nance delores.roulhac@azed.gov</p>

“The only thing more expensive than education is ignorance.”
Benjamin Franklin

Adult Education

Adult Education Program Directors and GED Examiners Joint Institute

Standards from the *Standards and Rubrics for School Improvement*
Standard 3

INTENT	DESCRIPTION	OUTCOMES
<p>To provide training on Federal and State regulations and policies governing adult education programs and GED Testing Centers.</p> <p>Audience/Targeted Attendees: Adult Education Program Directors, Instructional Coordinators, Chief GED and GED Examiners affiliated with State-sponsored programs and testing centers; State-level ADE staff; and other designees</p>	<p>The Joint Institute is a required annual conference to provide professional development, information, resources, and networking to assist Adult Education staff and GED Examiners to better serve their clients.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Identify important issues and initiatives in Arizona Adult Education• Analyze program and State-level data for program improvement purposes• Discuss best practices in adult education programs and GED Testing Centers for a variety of program functions• Create, critique and comment on state draft documents of various kinds• Create and share plans for professional learning activities• Understand, in increasing depth, the ways in which the programs they represent impact the larger community and vice versa• Improve skills in GED Test administration, security, and administrative regulations <p><u>Scheduling Questions:</u> Beverly Wilson beverly.wilson@azed.gov</p>

ASSESSMENT: *English Language Learners*

English Acquisition Services

Arizona English Language Learner Assessment (AZELLA) TRAINING

Standards from the *Standards and Rubrics for School Improvement*
Standard 2

INTENT	DESCRIPTION	OUTCOMES
<p>To provide information, materials and resources to help attendees to effectively assess the English language proficiency of English Language Learner (ELL) students.</p> <p>Audience/Targeted Attendees: Local Educational Agency (LEA) ELL Coordinators, charter holders/charter administrators, testing personnel and other</p>	<p>This is a free one-day “train-the-trainer” instruction seminar for the Arizona English Language Learner Assessment (AZELLA). This English language proficiency assessment training has been structured to provide Local Educational Agency (LEA) staff with the information and resources needed to comply with the state-mandated single assessment of students for the determination of English Language Learner (ELL) program eligibility.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Train LEA staff in the district/school-wide administration of the AZELLA for <i>Primary Home Language Other Than English (PHLOTE)</i> students• Train district and school staff in the district/school-wide effective scoring of the AZELLA sub-tests• Train district and school staff in data input controls to ensure correct assessment submission into the <i>Student Accountability Information System (SAIS)</i>• Train district and school staff in AZELLA program management <p><u>Scheduling Questions:</u> Pat Scott pat.scott@azed.gov</p> <p><u>Programmatic Contact:</u> Gerry Haskins gerry.haskins@azed.gov</p>

Standard IV: School Culture, Climate, and Communication

The school functions as an effective learning community, supports a climate conducive to achievement for all students, and possesses an effective two-way communication system.

1. Character Education

Pg. 116– Character Education Power Conference

Pg. 117– Character Education Strategic Planning and Classroom Implementation Workshop

2. Classroom Management/ Discipline Initiative

Pg.118– Classroom Management

Pg.119– Preventing Discipline Problems in the Classroom

Pg.120– Discipline Initiative Workshop Offerings

Pg.121– Positive Behavioral Interventions and Supports of Arizona– PBISAz

3. Early Childhood

Pg.122– Early Childhood Environmental Rating Scales– Revised (ECERS-R)

– Early Childhood Quality Improvement Practices (ECQUIP) Process

Pg.123– Collaborating for Success– Creating Inclusive Learning Environments in Preschools

4. Exceptional Student Services

Pg.124– Transition Services

Pg.125– AZ WINS– Inclusion Project

Pg.126– Autism Spectrum Disorder Training

Pg.127– Private Schools

– Voucher Systems

Pg.128– Monitoring Services

Pg.129– Outreach

Pg.130– Traumatic Brain Injury (TBI) Project

Pg.132– Directors Institute

Pg.133– SELECT: Special Education Learning Experiences for Competency in Teaching

4. School Safety and Prevention

Pg.134– Bullying Intervention Strategies for Counselors

– Bullying Intervention and Prevention

Pg.135– Multi-Hazard Safety Programs for Schools

– Reducing the Risk

Pg.136– Skills-Based Health Education

– Summer Prevention Conference

Pg.137– School Safety Program– Law-Related Education Academies

– School Safety Program– Administrator Training

Pg.138– School Safety Program– Partnering for Success

(Continued on Next Page)



School Culture, Climate, and Communication

Standard IV: School Culture, Climate, and Communication

The school functions as an effective learning community, supports a climate conducive to achievement for all students, and possesses an effective two-way communication system.

5. Family Involvement

Pg.139– Involving Families in School-Based Prevention Programs

6. Native American Resources

Pg.140– Native American Youth Conference

– Arizona Indian Education Association (AIEA)

Pg.141– Johnson O'Malley Programs (JOM) Sub-Contractors Annual Meeting

7. School Environment

Pg.142– High School Renewal Conference:

Personalizing Your School Environment Summit

Pg.143– Positive Behavioral Interventions and Supports of Arizona– PBISAz

8. Dropout Prevention

Pg.144– AIMS Intervention/ Dropout Prevention Data Collection, Analysis, and Accountability

Pg.145– AIMS Intervention/ Dropout Prevention Plan Development and Leadership Responsibilities



**School Culture, Climate,
and Communication**

Character Education

Character Education Power Conference

Standards from the *Standards and Rubrics for School Improvement*
Standard 4

INTENT	DESCRIPTION	OUTCOMES
<p>To provide a variety of character education practices and techniques for educators.</p> <p>Audience/Targeted Attendees: Educators, administrators, youth stakeholders</p>	<p>This one-day conference will provide a variety of break-out sessions focusing on character education. Practitioners will offer their expertise on topics that will assist educators to build strong character in youth.</p>	<p>Participants will choose from the following sessions:</p> <ul style="list-style-type: none">• Introduction to Character Education• Character Education Advanced Strategies• Introduction to Character in Motion• Pursuing Victory With Honor• Introduction to Character Education using Cooperative Learning• Parent Involvement• Character Education in the Elementary School• Smart and Good High Schools: Developing Performance Character and Moral Character <p><u>Scheduling Questions and Programmatic Contact:</u> Joan Bartz jbartz@ade.az.gov</p>

Character Education

Character Education Strategic Planning and Classroom Implementation Workshop

Standards from the *Standards and Rubrics for School Improvement*
Standard 4

INTENT	DESCRIPTION	OUTCOMES
<p>To provide the means to implement Character Education through curriculum.</p> <p>Audience/Targeted Attendees: Educators, administrators, youth stakeholders</p>	<p>Offered during the first week of December, this workshop is an interactive hands-on workshop developed as a second level training for educators who have been implementing Character Education in their classrooms and schools for at least one year. It is geared towards teachers who have already been trained in Character Education or teachers who have taught at schools who have used Character Education.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Become familiar with the following classroom activities for the K-6 student: <ul style="list-style-type: none"> * Character and Art * Advanced Character and Cooperative Learning * Character and Literature * Advanced Character in Motion • Learn how to involve parents through the use of character-based homework • Use methods of school-wide planning • Understand grant writing for character • Learn how to create a culture of character: school and community wide <p><u>Scheduling Questions and Programmatic Contact:</u> Joan Bartz jbartz@ade.az.gov</p>

"If we want our children to possess the traits of character we most admire, we need to teach them what those traits are and why they deserve both admiration and allegiance. Children must learn to identify the forms and contents of those traits."

William J. Bennett

School Climate, Culture, and Communication: *Classroom Management*

Exceptional Student Services

Classroom Management

Standards from the *Standards and Rubrics for School Improvement*
Standard 4

INTENT	DESCRIPTION	OUTCOMES
<p>To provide knowledge techniques and skills that will allow a teacher to control students effectively in order to create a positive learning environment for all students.</p> <p>Audience/Targeted Attendees: Teachers (K-12), Administrators, counselors, para-educator</p>	<p>Utilize “Best Practices of Effective Classroom Management”: How to establish a productive classroom climate, How to work with students with many types of special needs, and Apply a variety of management techniques to help students become responsible for their behavior and choices.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Gain knowledge on the Effective Correlates of Classroom Management• Learn how to build an Effective Classroom Management System• Recognize how to maximize “time-on task” by establishing appropriate classroom environments• Implement strategies which enable independent student learning with desired outcomes• Effectively establish instructional time to effectively maximize student achievement• Implement strategies on “setting limits” to improving student behaviors• Understand: Teaching Responsibility, Building Cooperation, and Motivating Students as effective tools in defusing classroom crisis• Understand the correlation between a teacher’s and students’ personality• Implement strategies for Positive Parent Involvement (PPI) <p><u>Scheduling Questions and Programmatic Contact:</u> La'Thea Nevills lathea.nevills@azed.gov</p>

Exceptional Student Services

Preventing Discipline Problems in the Classroom

Standards from the *Standards and Rubrics for School Improvement*
Standard 4

INTENT	DESCRIPTION	OUTCOMES
<p>To provide knowledge, and ways to practice skills and techniques, so that a teacher can develop competent trained responses that <i>naturally</i> prevent and handle disruptive behavior.</p> <p>Audience/Targeted Attendees: Teachers (K-12), administrators, counselors, para-educator</p>	<p>To discover the sources of discipline problems and learn how to prevent them, rather than trying to extinguish them.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Gain a better understanding of Discipline Problems versus Disruptions • Learn how to prevent and handle the Sources of Disruptive Behavior • How to form an educational, non-adversarial partnership relationship with students • How to establish classroom procedures that breed order versus disorder • Establish positive interactions between you and your students • Implement lessons plans that are affective, actional, inductive and interactive for student learning • Construct Systematic Rewards, instead of punishments <p><u>Scheduling Questions and Programmatic Contact:</u> La'Thea Nevills lathea.nevills@azed.gov</p>

School Climate, Culture, and Communication: *Classroom Management*

Exceptional Student Services

Discipline Initiative Workshop Offerings

Standards from the *Standards and Rubrics for School Improvement*
Standard 4

INTENT	DESCRIPTION	OUTCOMES
<p>To provide knowledge, and ways to practice skills and techniques, so that a teacher can develop competent trained responses that <i>naturally</i> prevent and handle disruptive behavior.</p> <p>Audience/Targeted Attendees: Teachers (K-12), administrators, counselors, para-educator</p>	<p>To discover the sources of discipline problems and learn how to prevent them, rather than trying to extinguish them.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Classroom Management/Discipline• Prevention and Intervention• Promote Cultural Awareness to address classroom behavior• Effective Classroom Managers <p><u>Scheduling Questions and Programmatic Contact:</u> La'Thea Nevills lathea.nevills@azed.gov</p>



School Climate, Culture, and Communication: *Classroom Management*

Exceptional Student Services

Positive Behavioral Interventions and Supports of Arizona – PBISAz

Standards from the *Standards and Rubrics for School Improvement*
Standard 4

INTENT	DESCRIPTION	OUTCOMES
<p>Building capacity for improved student discipline in Arizona's schools through training and technical assistance in positive behavioral interventions and supports.</p> <p>Audience/Targeted Attendees: Districts and/or school leadership teams, including teachers, coaches, administrators, curriculum coordinators, assessment directors, counselors, psychologists</p>	<p>This project provides school stakeholders with training, technical assistance, and professional development activities to help schools improve their student behavioral management systems and practices. The training includes guidance on how to effectively assess an organization's behavior management systems and processes through data collection; and effective use of positive behavioral supports for challenging individual and group situations. This is accomplished through 6 two-day conferences for school teams over the course of two years, university online courses in PBS and SWPBS, and on-site technical assistance. In addition, the project provides for training for a project coach for the district.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Understand basic concepts and approaches used in PBIS• Recognize the importance of data collection to assessment of behavior management systems based on findings of data collected• Build systems, processes, and protocols based on positive and proactive approaches• Recognize importance of active administrative support• Build internal supports through development of leadership team and coaches• Institutionalize ongoing assessment and PBIS principles <p>Contact: ASU – Yadira Flores Yadira.Flores@asu.edu</p> <p>NAU – Joan Oakes Joan.Oakes@nau.edu</p> <p>U of A – Joelena Ferro jbferro@email.arizona.edu</p> <p>Website: www.pbisaz.org</p>

School Climate, Culture, and Communication: *Early Childhood*

Exceptional Student Services

Early Childhood Environmental Rating Scales – Revised (ECERS-R)

Standards from the *Standards and Rubrics for School Improvement*
Standard 4

INTENT	DESCRIPTION	OUTCOMES
<p>Provide participants with information and knowledge needed to administer the ECERS-R program assessment tool.</p> <p>Audience/Targeted Attendees:</p> <p>District and charter leaders, early childhood education school teams, early childhood program administrators, school principals, classroom teachers</p>	<p>This half-day workshop session provides participants with the training needed to administer the ECERS-R tool. The ECERS-R rates early childhood environments and provides administrators and staff with a comprehensive rubric that evaluates classroom quality.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Understand the appropriate use of the ECERS-R program assessment tool• Learn to effectively and accurately score the ECERS-R tool• Understand how to determine inter-rater reliability within one's own program• Practice observing and using the ECERS-R as a tool for assessing classroom quality <p><u>Scheduling Questions and Programmatic Contact:</u> Delores Roulhac-Nance delores.roulhac@azed.gov</p>

Exceptional Student Services

Early Childhood Quality Improvement Practices (ECQUIP) Process

Standards from the *Standards and Rubrics for School Improvement*
Standard 4

INTENT	DESCRIPTION	OUTCOMES
<p>Provide early childhood teams the framework for designing and implementing a quality improvement and accountability system for ADE administered early childhood programs.</p> <p>Audience/Targeted Attendees:</p> <p>District and charter leaders, early childhood education school teams, early childhood program administrators, school principals</p>	<p>The ECQUIP process is a requirement of districts and charters receiving funding through ADE for Early Childhood Block Grant projects, Even Start/Family Literacy programs and Early Childhood Special Education programs. This overview of the ECQUIP process provides teams with a framework for designing and implementing their quality building and accountability system.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Understand the requirements of ECQUIP• Review a variety of program assessment tools• Understand reporting requirements of ECQUIP <p><u>Scheduling Questions and Programmatic Contact:</u> Delores Roulhac-Nance delores.roulhac@azed.gov</p>

School Climate, Culture, and Communication: *Early Childhood*

Early Childhood Education

Collaborating for Success – Creating Inclusive Learning Environments in Preschools

Standards from the *Standards and Rubrics for School Improvement*
Standard 4

INTENT	DESCRIPTION	OUTCOMES
<p>To inform and promote inclusive options for special needs preschool children.</p> <p>Audience/Targeted Attendees:</p> <p>Superintendents, School Board Members, Directors of Special Education, Preschool Coordinators</p>	<p>The ADE Early Childhood Special Education Unit will share OSEP's requirements for providing "Least Restrictive Environments" for preschool special education students and the requirements of the State Performance Plan. Tucson Unified School District will share successes and challenges in creating inclusive preschool classrooms through collaborative partnerships and creative use of financial resources within a large urban district. The principal of Isaac Preschool will share experiences of blending and braiding funds to provide inclusive settings on a campus designed for preschoolers. Flowing Wells School District will share successes and experiences in providing inclusive settings for preschoolers.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Implement Office of Special Education Programs' (OSEP) requirements to serve preschool children in Least Restrictive Environments• Design a plan for blending and braiding funds from all preschool programs to provide more inclusive preschool environments• Choose alternatives to providing services in a self-contained preschool classroom <p><u>Scheduling Questions and Programmatic Contact:</u> Delores Roulhac-Nance delores.roulhac@azed.gov</p>

"When I approach a child, he inspires in me two sentiments; tenderness for what he is, and respect for what he may become."
Louis Pasteur

School Climate, Culture, and Communication: *ESS*

Exceptional Student Services

Transition Services

Standards from the *Standards and Rubrics for School Improvement*
Standard 4

INTENT	DESCRIPTION	OUTCOMES
<p>To provide information through training and technical assistance regarding transition services, programs, laws, regulations, Attorney General opinions, Office of Special Education Programs, guidance and court cases to schools, state agencies, parents, and the general public.</p> <p>Audience/Targeted Attendees: Teachers of students with disabilities ages 16 through 21, or younger if determined appropriate by the IEP team, teacher leaders, department chairs—leadership teams from general and special education, parents, public agency service providers, and community services groups</p>	<p>Transition Services is a function of Exceptional Student Services where working with students, families, school personnel, and other state agencies is essential for the purposes of addressing three main concepts within transition planning:</p> <ul style="list-style-type: none">* Assisting students in visualizing and attaining post-high school goals by developing long-range plans in the areas of training, education, employment, and independent living skills* Mapping out the blueprint of classes and experiences to ensure student attainment of skills and competencies necessary to achieve the vision of post-high school goals and* Identifying and connecting students and their families with the appropriate agencies, programs and services prior to school exit that the student will need to achieve his/her post-high school visions	<p>Participants will:</p> <ul style="list-style-type: none">• Increase their knowledge of IDEA transition requirements• Learn how to develop post-secondary transition plans for students with disabilities• Learn strategies through school and interagency collaborative efforts to work together to implement transition programs in order to ensure post-school results for students with disabilities• Increase their knowledge about post-school outcomes data collection requirements• Increase their knowledge about transition services and programs through opportunities at the state transition conference• Develop skills to use the Transition Outcomes Project's data collection system to improve the quality and delivery of transition services to students with disabilities <p><u>Scheduling Questions and Programmatic Contact:</u> Cynthia Bryant cynthia.bryant@azed.gov</p>

School Climate, Culture, and Communication: *ESS*

Exceptional Student Services

AZ WINS-Inclusion Project

Standards from the *Standards and Rubrics for School Improvement*
Standard 4

INTENT	DESCRIPTION	OUTCOMES
<p>To positively impact the education of all students through educating school staff in the evidence-based practices of inclusive education.</p> <p>Audience/Targeted Attendees: Education teachers, special education teachers, family members, related services providers, administrators, paraeducators</p>	<p>AZWINS (With Inclusive Schools) is a 3-part training series on practical strategies for implementing inclusive schooling practices:</p> <ul style="list-style-type: none">* Inclusion in the Age of NCLB and Beyond* Collaborative Curriculum by Design* Inclusion and the IEP <p>There is a Summer Institute with local and national speakers on current best practices inclusive educational practices.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Accommodate and modify general education curriculum to meet the strengths and needs of students• Identify appropriate learning environments in the general education classroom• Assess general education environments by performing ecological inventories• Learn methods to involve students and families in the IEP process• Develop inclusive IEPs• Understand the different types of co-teaching methods• Recognize and be able to articulate the benefits of inclusive education <p><u>Scheduling Questions and Programmatic Contact:</u> Miriam Podrazik miriam.podrazik@azed.gov</p>

Exceptional Student Services

Autism Spectrum Disorder Training

Standards from the *Standards and Rubrics for School Improvement*
Standard 4

INTENT	DESCRIPTION	OUTCOMES
<p>To provide information, strategies, skills and resources on best practices for working with students with ASD to help attendees provide effective educational programs to students with autism spectrum disorder.</p> <p>Audience/Targeted Attendees: Special Education teachers, general education teachers, speech pathologist, psychologist, administrators</p>	<p>The Autism Spectrum Disorder Training is a six-part training series covering the following areas as they apply to students with autism spectrum disorder:</p> <ul style="list-style-type: none"> * Characteristics of Students with ASD * Instructional Strategies 1 * Communication Skills * Social Skills * Evaluation * Instructional Strategies 2 <p>There is a three-day Summer Institute that instructs participants on SCERTS, a comprehensive service delivery model.</p>	<p>Participants will:</p> <p>ASD YEAR 1</p> <ul style="list-style-type: none"> • Increase effective teaching strategies with students with ASD • Integrate assessment, instruction, intervention, and evaluation methods unique to each model to meet student's education needs • Train district and school staff to work with students autism spectrum disorder • Complete homework assignments to show understanding of training content <p>ASD YEAR 2</p> <ul style="list-style-type: none"> • Increase support in a variety of environments where students with ASD receive their education • Increase the frequency of professional development offered to parents and personnel in the district • Increase the number of schools that have a contact person knowledgeable of ASD issues • Increase knowledge of ASD resources outside of the school/district available to parents, students, and staff • Increase # of meaningful and individualized IEP goals related to social communication, emotional regulation, and transactional support <p><u>Scheduling Questions and Programmatic Contact:</u> Miriam Podrazik miriam.podrazik@azed.gov</p>

School Climate, Culture, and Communication: ESS

Exceptional Student Services

Private Schools

Standards from the *Standards and Rubrics for School Improvement*
Standard 4

INTENT	DESCRIPTION	OUTCOMES
<p>To insure approved private schools comply with their responsibilities to the PEAs and the state.</p> <p>Audience/Targeted Attendees: Approved private school administrators and staff</p>	<p>Technical assistance and trainings tailored to needs of participants on topics including IEP development, data collection, curriculum development and mapping, differentiated instruction, etc.</p>	<p>Participants will:</p> <ul style="list-style-type: none">Understand their responsibilities in regard to the provision of special education services <p><u>Scheduling Questions and Programmatic Contact:</u> Roberta Brown roberta.brown@azed.gov</p>

Exceptional Student Services

Voucher System

Standards from the *Standards and Rubrics for School Improvement*
Standard 4

INTENT	DESCRIPTION	OUTCOMES
<p>To insure Residential Education Voucher System operates as intended.</p> <p>Audience/Targeted Attendees: Representatives of State Placing Agencies, residential treatment centers, and PEAs</p>	<p>Training on the history and process involved in securing voucher funding for students placed in residential treatment centers.</p>	<p>Participants will:</p> <ul style="list-style-type: none">Understand the voucher system processUnderstand their agency's responsibility in regard to the voucher processBe familiar with the sources for information about the voucher system when in need of assistance <p><u>Scheduling Questions and Programmatic Contact:</u> Roberta Brown roberta.brown@azed.gov</p>

School Climate, Culture, and Communication: *ESS*

Exceptional Student Services

Monitoring Services

Standards from the Standards and Rubrics for School Improvement
Standard 4

INTENT	DESCRIPTION	OUTCOMES
<p>To provide technical assistance, training, and monitoring services to all public education agencies in the State to facilitate effective and compliance services to students with disabilities.</p> <p>Audience/Targeted Attendees: Arizona administrators, teachers, and related service providers charged with the education of students with disabilities</p>	<p>The training, technical assistance and monitoring is delivered by education program specialists, each of whom is assigned to a case load of approximately 25-30 education agencies. The assistance that is offered to schools is individually determined based on the needs of the school.</p> <p>The focus of the assistance is building the capacity of the agency to provide special education services that are effective for students and meet the procedural compliance expectations of federal and state statutes and regulation. The assistance may take the form of one-to-one consultation, small group learning tasks, or large group presentations.</p> <p>Monitoring for compliance is viewed as a collaborative process and reported by the schools to be highest quality technical assistance delivered by the ESS staff.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Know the state and federal requirements for the implementation of special education services• Demonstrate effective procedural compliance in the implementation of special education services• Analyze their own agency's data related to positive student outcomes and develop strategies for improved outcomes• Provide high quality, legally compliant services to all students with disabilities enrolled in Arizona's schools <p><u>Scheduling Questions and Programmatic Contact:</u> Lynn Busenbark lynn.busenbark@azed.gov</p>

School Climate, Culture, and Communication: ESS

Exceptional Student Services

Outreach

Standards from the Standards and Rubrics for School Improvement
Standard 4

INTENT	DESCRIPTION	OUTCOMES
<p>To provide up-to-date training and information to all public education agencies in the State to facilitate effective and compliant special education programs that lead to high student achievement.</p> <p>Audience/Targeted Attendees: Arizona Special Education administrators, teachers, and related service providers charged with the education of students with disabilities</p>	<p>The Outreach Trainings provide opportunities for administrators to learn about new concepts, changes to law and best practices for working with diverse populations of students with disabilities.</p> <p>The focus of the trainings is field initiated. PEAs indicate through needs surveys and the results of the Arizona Performance Indicators the areas of interest and need. The trainings take place across the state in rural and urban settings, to ensure that constituents throughout the state have access to quality professional development.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Know the state and federal requirements for the implementation of special education services• Be informed of best practices in serving students with disabilities.• Learn the latest updates relating to state and federal laws governing special education. <p><u>Scheduling Questions and Programmatic Contact:</u> Helen Stalnaker helen.stalnaker@azed.gov</p>

Exceptional Student Services

Traumatic Brain Injury (TBI) Project

Standards from the Standards and Rubrics for School Improvement
Standard 4

INTENT	DESCRIPTION	OUTCOMES
<p>The intent of the Traumatic Brain Injury (TBI) project is to both build capacity in Arizona schools to serve students with TBI and to ensure any school in Arizona will be able to receive competent technical assistance related to TBI in order to meet the needs of children, who have sustained brain injuries, and their families.</p> <p>Audience/Targeted Attendees: Any individual who may now or in the future serve students with TBI in school or a related setting</p>	<p>The Traumatic Brain Injury project provides a learning laboratory approach to professional development with a set of 7 two-day sessions designed to increase the participant's understanding of brain injury and effective teaching strategies for those working with children with TBI.</p> <p>This learning laboratory approach is based on:</p> <ul style="list-style-type: none"> * Comprehensive psycho-educational approach to TBI * Interactive sessions using varied learning styles * Scenario development * Increasing participant's personal experience with TBI * Systematic skill development based on problem solving principles 	<p>Participants will:</p> <ul style="list-style-type: none"> • Enhance the ability of students to function effectively in the educational setting • Increase use of effective teaching strategies with students with a traumatic brain injury • Effectively communicate with education professionals, parents, paraprofessionals and others working with students with a traumatic brain injury • Effectively partner with other professionals in addressing assessment, instruction, intervention, and evaluation needs of students with traumatic brain injury • Work with and train other professionals in their own schools, districts and/or regions to meet the needs of students with traumatic brain injury <p><u>Scheduling Questions and Programmatic Contact:</u> Valerie Luks valerie.luks@azed.gov</p>

School Climate, Culture, and Communication: *ESS*

Exceptional Student Services

SIG Reading Program

Standards from the Standards and Rubrics for School Improvement
Standard 4

INTENT	DESCRIPTION	OUTCOMES
<p>To provide teachers with research-based strategies to effectively improve the reading performance of all students with an emphasis on students with disabilities.</p> <p>Audience/Targeted Attendees: A school team consisting of a minimum of three staff members from a low performing school. The team must include a Building Administrator, a Special Education teacher, and a General Education Reading teacher.</p>	<p>This series of four, two-day trainings is designed to assist school teams with the implementation of systemic change in reading instruction in order to improve reading performance for students with disabilities. Content includes action planning and goal setting, analyzing data from curriculum-based measurements to inform instructional practices, intervention strategies, effective instructional methods and use of scientifically based research validated differentiated instruction, accommodations and modifications in mainstream classrooms. Emphasis is on collaborative partnerships between general and special education teachers.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Understand the process of implementing systemic change in order to enhance and improve reading instruction• Create realistic action plans to bring about systemic change in delivery of reading instruction• Learn the five critical elements of reading instruction and apply strategies for teaching each of the elements• Utilize Curriculum-Based Measurement (CBM) for on-going student benchmarking and progress monitoring throughout the school year• Analyze assessment data to drive instructional practices• Use differentiated instruction, accommodations, and modifications to maximize success for students with disabilities in the regular classroom <p><u>Scheduling Questions and Programmatic Contact:</u> Carol Crawford carol.crawford@azed.gov</p>

School Climate, Culture, and Communication: *ESS*

Exceptional Student Services

Directors Institute

Standards from the Standards and Rubrics for School Improvement
Standard 4

INTENT	DESCRIPTION	OUTCOMES
<p>To provide up-to-date training and information to all public education agencies in the State to facilitate effective and compliant special education programs that lead to high student achievement.</p> <p>Audience/Targeted Attendees: Arizona Special Education administrators, teachers, and related service providers charged with the education of students with disabilities</p>	<p>The Institute offers courses over a three-day, on-site training. Trainings provide opportunities for administrators to learn about new concepts, changes to law and best practices for dealing with diverse populations.</p> <p>The focus of the trainings is field initiated. PEAs indicate through needs surveys and the results of the Arizona Performance Indicators the areas of interest and need. The trainings may take the form of small group learning tasks, or large group presentations.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Know the state and federal requirements for the implementation of special education services• Be informed of best practices in serving students with disabilities• Learn the latest updates relating to state and federal laws governing special education <p><u>Scheduling Questions and Programmatic Contact:</u> Miriam Podrazik Miriam.podrazik@azed.gov</p>

Exceptional Student Services

SELECT Special Education Learning Experiences for Competency in Teaching

Standards from the Standards and Rubrics for School Improvement

INTENT	DESCRIPTION	OUTCOMES
<p>Offering courses for special education teachers, administrators, and paraprofessionals to meet certification or re-certification requirements or to provide information for anyone working with children with disabilities.</p> <p>Audience/Targeted Attendees: Anyone needing information on working with children with disabilities, especially school personnel: regular and special education teachers, administrators, and paraprofessionals</p>	<p>SELECT primarily emphasizes coursework for personnel working on emergency special education certification. The classes also meet re-certification requirements for regular and special education teachers and SELECT courses provide special education training to people who want to expand their skills in working with children with disabilities.</p> <p>SELECT courses are graduate level and are equivalent to courses taught at state colleges and universities. The one valuable difference is that the SELECT program offers these classes outside of a degree program. This means that SELECT allows people statewide who don't have the time or the resources to complete a degree program access to the same classes and the same information.</p> <p>SELECT offers courses in most specialized certification areas such as Specific Learning Disability, Mild and Moderate Mental Retardation, Early Childhood Special Education, and Emotional Disability. There are no pre-requisites for SELECT courses so teachers can focus on taking needed classes for certification or endorsement in these areas. Courses are also offered on topics such as Autism, Traumatic Brain Injury, and Attention Deficit Hyperactivity Disorder.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Gain needed credit hours to meet certification requirements • Gain needed Professional Growth contact hours to meet re-certification requirements • Be exposed to best practices of special education • Meet and work with other educational professionals who share their day-to-day classroom experiences <p><u>Scheduling Questions and Programmatic Contact:</u> Amy Grey amy.grey@nau.edu</p>

"The aim of education must be the training of independently acting and thinking individuals who can see in the service to the community their highest life achievement."
Albert Einstein

School Climate, Culture, and Communication: *School Safety*

School Safety and Prevention

Bullying Intervention Strategies for Counselors

Standards from the *Standards and Rubrics for School Improvement*
Standard 4

INTENT	DESCRIPTION	OUTCOMES
<p>To provide the knowledge, skills, strategies, and resources necessary to reduce current and future bullying occurrences in school settings.</p> <p>Audience/Targeted Attendees: School counselors</p>	<p>Bullying continues to have negative impacts on climate and achievement in many schools. To address these negative effects, it is important for all school personnel to learn the dynamics, and causes of bullying, how to effectively intervene in bullying, and how they can play a part in preventing future bullying behaviors in their schools. In this interactive workshop, participants will explore all facets of the bullying phenomenon - from the negative outcomes that bullying has on schools to specific interventions used in schools, classrooms, and directly with students.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Learn to identify bullying behaviors • Recognize attributes and characteristics of bullies, targets and the bystanders • Understand attitudes and conditions that promote bullying • Attain skills, strategies and resources for dealing with and reducing bullying behaviors • Intervene effectively with bullying incidents • Implement procedures, skills and strategies used with the child who bullies and with the target • Train/educate students not directly involved in bullying (the bystanders) • Implement strategies for working with families of kids who bully and their targets <p><u>Scheduling Questions and Programmatic Contact:</u> Kathy Rice kathy.rice@azed.gov</p>

School Safety and Prevention

Bullying Intervention and Prevention

Standards from the *Standards and Rubrics for School Improvement*
Standard 4

INTENT	DESCRIPTION	OUTCOMES
<p>To provide the knowledge, skills, strategies and resources necessary to reduce current and future bullying occurrences in school settings.</p> <p>Audience/Targeted Attendees: All levels of school personnel</p>	<p>Bullying continues to have negative impacts on climate and achievement in many schools. To address these negative effects, it is important for all school personnel to learn the dynamics, and causes of bullying, how to effectively intervene in bullying, and how they can play a part in preventing future bullying behaviors in their schools. In this interactive workshop, participants will explore all facets of the bullying phenomenon - from the negative outcomes that bullying has on schools to specific interventions used in schools, classrooms, and directly with students.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Understand attitudes, and conditions that promote bullying • Learn attributes and characteristics of bullies, targets and the bystanders • Attain skills, strategies and resources for dealing with and reducing bullying behaviors <p><u>Programmatic Contact:</u> Kathy Rice kathy.rice@azed.gov</p>

School Climate, Culture, and Communication: *School Safety*

School Safety and Prevention

Multi-Hazard Safety Programs for Schools

Standards from the *Standards and Rubrics for School Improvement*
Standard 4

INTENT	DESCRIPTION	OUTCOMES
<p>Class participants develop an understanding of the basic principles of emergency management and the Incident Command System allowing them to return to their district/school to begin developing and strengthening their emergency response plans.</p> <p>Audience/Targeted Attendees: All administrators, teacher leaders, teachers, support staff and paraprofessionals</p>	<p>ADE partners with the Arizona Division of Emergency Management (ADEM) to present the Multi-Hazard Emergency Planning for Schools course. The course provides school personnel and first responders with a basic knowledge of emergency management principles, the Incident Command System and the tools and resources to design and/or strengthen their all hazards emergency response plan. To request this course, you must contact your county emergency management agency and your request will be forwarded from the county to ADEM. You may download the event request form at: http://www.dem.state.az.us/preparedness/training2004/Event%20Request%20Form%20and%20Procedures.doc. A listing of county emergency management agencies in Arizona can be obtained at: http://www.ade.az.gov/schooleffectiveness/health/schoolsafety/safetyplans/countydirectory.pdf</p>	<p>Participants will:</p> <ul style="list-style-type: none"> Understand the basic principles of emergency management Understand the Incident Command System Gain basic knowledge to begin developing and strengthening their schools' emergency response plan(s) <p>Scheduling Questions and Programmatic Contact: Layton Dickerson ldicker@ade.az.gov</p>

School Safety and Prevention

Reducing the Risk

Standards from the *Standards and Rubrics for School Improvement*
Standard 4

INTENT	DESCRIPTION	OUTCOMES
<p>To influence the knowledge and risk-taking behaviors of adolescents.</p> <p>Audience/Targeted Attendees: All administrators, teacher leaders, teachers, support staff and paraprofessionals</p>	<p>Reducing the Risk presents a powerful, active approach to prevention of teenage pregnancy and protection against HIV and other STD that motivates students to change their high-risk behaviors. Participants will gain basic knowledge of the curriculum content, learn skills to effectively teach the curriculum to students, and increase their own understanding of HIV, transmission, and treatment.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> Increase knowledge and awareness of the Reducing the Risk curriculum Acquire skills and strategies to effectively teach the Reducing the Risk curriculum <p>Scheduling Questions and Programmatic Contact: Jason Trujillo jtrujil@ade.az.gov</p>

School Climate, Culture, and Communication: *School Safety*

School Safety and Prevention

Skills-Based Health Education

Standards from the *Standards and Rubrics for School Improvement*
Standard 4

INTENT	DESCRIPTION	OUTCOMES
<p>To provide quality, interactive skills-based professional development for educators that promotes health enhancing behaviors in youth.</p> <p>Audience/Targeted Attendees: All administrators, health educators, teacher leaders, teachers, support staff and paraprofessionals</p>	<p>This training will offer educators the opportunity to analyze and evaluate teaching methods, learn about new strategies, gain knowledge on resources and strengthen confidence as a facilitator of a school health education program. The training will encompass the physical, social, and emotional development of adolescents and their risk-taking behaviors. The training will enhance the professional knowledge, efficacy, skills and attitudes of educators who work with youth, so that they might in turn improve the learning and health outcomes of children and adolescents.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> Learn how to develop and implement new approaches, strategies, and communication skills in their efforts to provide effective facilitation of a school health education program <p><u>Scheduling Questions and Programmatic Contact:</u> Jason Trujillo jtrujil@ade.az.gov</p>

School Safety and Prevention

Summer Prevention Conference

Standards from the *Standards and Rubrics for School Improvement*
Standard 4

INTENT	DESCRIPTION	OUTCOMES
<p>To provide an opportunity to increase knowledge and skills in multiple areas of prevention.</p> <p>Audience/Targeted Attendees: All administrators, teacher leaders, teachers, support staff and paraprofessionals</p>	<p>This Summer Prevention Conference is a one-day conference that will provide educators around the state an opportunity to learn about the current research and issues in prevention. Both national and local experts will be presenting workshops on various prevention topics.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> Increase knowledge in current prevention research and issues Recognize effective prevention programs Increase knowledge in improving school culture/climate Implement effective prevention strategies <p><u>Scheduling Questions and Programmatic Contact:</u> Renae Rosales rrosale@ade.az.gov</p>

School Climate, Culture, and Communication: *School Safety*

School Safety and Prevention

School Safety Program– Law-Related Education Academies

Standards from the *Standards and Rubrics for School Improvement*
Standard 4

INTENT	DESCRIPTION	OUTCOMES
<p>To develop and enhance ability to implement Law-Related Education</p> <p>Audience/Targeted Attendees: Education and health professionals</p>	<p>These trainings will provide new and experienced school resource officers and juvenile probation officers with Law-Related Education training and instruction that is research-based and proven effective. Basic and advanced courses are designed to assist the participants with the implementation of law-related education lessons and activities at the elementary, middle, and high school level.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Know importance of Law-Related Education• Identify best practices of Law-Related Education• Develop interactive teaching strategies• Implement Law-Related Education curriculum <p><u>Scheduling Questions and Programmatic Contact:</u> Rani Collins rcollin@ade.az.gov</p>

School Safety and Prevention

School Safety Program– Administrator Training

Standards from the *Standards and Rubrics for School Improvement*
Standard 4

INTENT	DESCRIPTION	OUTCOMES
<p>To understand the requirements of the School Safety Program.</p> <p>Audience/Targeted Attendees: School administrators</p>	<p>This training provides an overview of the School Safety Program requirements. School level administrators who receive this grant are required to attend; however, the training is open to district-level administrators and police and probation departments.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Value philosophy of the School Safety Program• Support School Safety Program requirements• Recognize importance of Law-Related Education• Realize benefits of collaboration• Identify methods for officer integration• Understand mandatory reporting requirements <p><u>Scheduling Questions and Programmatic Contact:</u> Renaé Rosales rrosale@ade.az.gov</p>

School Climate, Culture, and Communication: *School Safety*

School Safety and Prevention

School Safety Program – Partnering for Success: Combining Expertise, Experience and Vision

Standards from the *Standards and Rubrics for School Improvement*
Standard 4

INTENT	DESCRIPTION	OUTCOMES
<p>To develop a collaborative problem solving approach to addressing school prevention needs.</p> <p>Audience/Targeted Attendees: Law enforcement, probation, and education professionals</p>	<p>Through collaborative problem solving, program partners will develop an integrated and concentrated approach to addressing school drug and violence needs in coordination with their School Resource Officer (SRO) and/or Probation Officer (PO).</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Understand the importance of sharing common vision• Utilize a problem solving approach in addressing student drug and violence issues• Develop outcomes based on need• Align appropriate strategies and activities to address outcomes <p><u>Scheduling Questions and Programmatic Contact:</u> Rani Collins rcollin@ade.az.gov</p>

ARIZONA FACT:
THE AMOUNT OF COPPER ON THE DOME OF THE ARIZONA CAPITOL BUILDING IS EQUIVALENT TO 4,800,00 PENNIES.

School Safety
and Prevention

Involving Families in
School-Based Prevention Programs

Standards from the Standards and Rubrics for School Improvement
Standard 4

INTENT	DESCRIPTION	OUTCOMES
<p>To provide the knowledge, skills and strategies necessary to improve family involvement in school-based prevention programs.</p> <p>Audience/Targeted Attendees: All administrators, teacher leaders, health educators, teachers, support staff and paraprofessionals</p>	<p>This training will offer educators the opportunity to learn about tools used to assess a school's current family involvement efforts; explore Epstein's six types of family involvement; and understand the importance of goal identification as a precursor to family involvement efforts.</p>	<p>Participants will:</p> <ul style="list-style-type: none">Learn the required steps and various frameworks for designing and implementing a school-wide family involvement plan <p><u>Scheduling Questions and Programmatic Contact:</u> Kathy Rice kathy.rice@azed.gov</p>

School Climate, Culture, and Communication: *Native American Resources*

Innovative & Exemplary Programs

Native American Youth Conference

Standards from the *Standards and Rubrics for School Improvement*
Standard 4

INTENT	DESCRIPTION	OUTCOMES
<p>To provide Arizona Native American youth in grades 7-12 a forum to explore educational and leadership opportunities.</p> <p>Audience/Targeted Attendees: Indian Education programs, Indian Education coordinators, Indian Education, Johnson-O'Malley and Title VII students, and higher education.</p>	<p>This 2-day conference focuses on successful Native American educational programs, student achievement, and cultural programs that effectively meet the unique educational needs of Native American students.</p> <p>The Arizona Department of Education sponsors this Arizona Indian Education Association (AIEA) annual event.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Be exposed to higher education opportunities • Meet mentors and Native American role models • Learn about positive and successful programs for Native American students • Network • Communicate and advocate for Native American youth issues <p>Registration Questions: Anne Trujillo anne.trujillo@azed.gov</p> <p>Programmatic Contact: Debora Norris debora.norris@azed.gov</p>

Innovative & Exemplary Programs

Arizona Indian Education Association (AIEA)

Standards from the *Standards and Rubrics for School Improvement*
Standard 4

INTENT	DESCRIPTION	OUTCOMES
<p>To provide technical assistance in planning of activities in partnership with Arizona Indian Education Association organization. To provide professional development opportunities in partnership with the organization.</p> <p>Audience/Targeted Attendees: Administrators, educators, parents, members, college personnel, public and stakeholders</p>	<p>These bi-monthly meetings are held to provide updates, strategies and services to participants.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Earn Professional Development (PD) hours toward certification requirements through regular training sessions involving general Indian Education topics, • Learn Indian Education information and • Learn of additional conferences associated with Indian Education and develop access to NCNS Networking <p>Scheduling Questions: Anne Trujillo anne.trujillo@azed.gov</p> <p>Programmatic Contact: Debora Norris debora.norris@azed.gov</p>

School Climate, Culture, and Communication: *Native American Resources*

Innovative & Exemplary Programs

Johnson-O'Malley Programs (JOM) Sub-contractor's Annual Meeting

Standards from the *Standards and Rubrics for School Improvement*
Standard 4

INTENT	DESCRIPTION	OUTCOMES
<p>To provide administrators, teachers, and parents with the provisions of the JOM program.</p> <p>Audience/Targeted Attendees: Indian Education programs, Indian Education coordinators and Indian Education committees parent committees</p>	<p>This 2-day conference focuses on successful Native American educational programs, student achievement, and cultural programs that effectively meet the unique educational needs of Native American students.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Understand the objectives of JOM,• Understand the process for application,• Understand the eligibility requirements for students and• Learn activities required for JOM federal guideline compliance. <p><u>Programmatic Contact:</u> Debora Norris debora.norris@azed.gov</p>

School Climate, Culture, and Communication: *School Environment*

Innovative & Exemplary Programs

High School Renewal Conference: Personalizing Your School Environment

Standards from the *Standards and Rubrics for School Improvement*
Standard 4

INTENT	DESCRIPTION	OUTCOMES
<p>To provide district and school leaders with understanding of the importance of personalizing the climate for student success, as well as: Provide examples of various best and promising strategies for making such a climate possible in all schools.</p> <p>Audience/Targeted Attendees: Superintendents, curriculum directors, principals/school leadership teams including teachers and school partners</p>	<p>Through a series of workshops and presentations, participants will be offered a variety of examples of successful strategies and programs. These lead to meaningful personalization of the school climate which has been demonstrated to have meaningful impact on student well-being and achievement. In addition, presentations will be made which explain the theory behind why such personalization is essential to effectively working with today's youth in an effort to support them in achieving standards at a high level of proficiency.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Develop a better understanding of the research that supports the need for personalization of the school climate for student success• Experience a variety of examples of successful programs that have initiated changes focused on personalization of the school climate and which have led to higher levels of student achievement• Receive information and resources to assist them in making their own districts and schools more personalized institutions which address the needs of the individual student <p><u>Scheduling Questions:</u> Shannon Tucker shannon.tucker@azed.gov</p> <p><u>Programmatic Contact:</u> Robert Coccagna robert.coccagna@azed.gov</p>

"One of the basic causes for all the trouble in the world today is that people talk too much and think too little. They act impulsively without thinking."

Margaret Chase Smith

School Climate, Culture, and Communication: *School Environment*

Exceptional Student Services

Positive Behavioral Interventions and Supports of Arizona – PBISAz

Standards from the *Standards and Rubrics for School Improvement*
Standard 4

INTENT	DESCRIPTION	OUTCOMES
<p>Building capacity for improved student discipline in Arizona's schools through training and technical assistance in positive behavioral interventions and supports.</p> <p>Audience/Targeted Attendees: Districts and/or school leadership teams, including teachers, coaches, administrators, curriculum coordinators, assessment directors, counselors, psychologists</p>	<p>This project provides school stakeholders with training, technical assistance, and professional development activities to help schools improve their student behavioral management systems and practices. The training includes guidance on how to effectively assess an organization's behavior management systems and processes through data collection; and effective use of positive behavioral supports for challenging individual and group situations. This is accomplished through 6 two-day conferences for school teams over the course of two years, university online courses in PBS and SWPBS, and on-site technical assistance. In addition, the project provides for training for a project coach for the district.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Understand basic concepts and approaches used in PBIS• Recognize the importance of data collection to assessment of behavior management systems based on findings of data collected• Build systems, processes, and protocols based on positive and proactive approaches• Recognize importance of active administrative support• Build internal supports through development of leadership team and coaches• Institutionalize ongoing assessment and PBIS principles <p>Contact: ASU – Yadira Flores Yadira.Flores@asu.edu</p> <p>NAU – Joan Oakes Joan.Oakes@nau.edu</p> <p>U of A – Joelena Ferro jbferro@email.arizona.edu</p> <p>Website: www.pbisaz.org</p>

School Climate, Culture, and Communication: *Dropout Prevention*

Innovative & Exemplary Programs

AIMS Intervention/ Dropout Prevention Plan Development and Leadership Responsibilities

Standards from the *Standards and Rubrics for School Improvement*
Standard 4

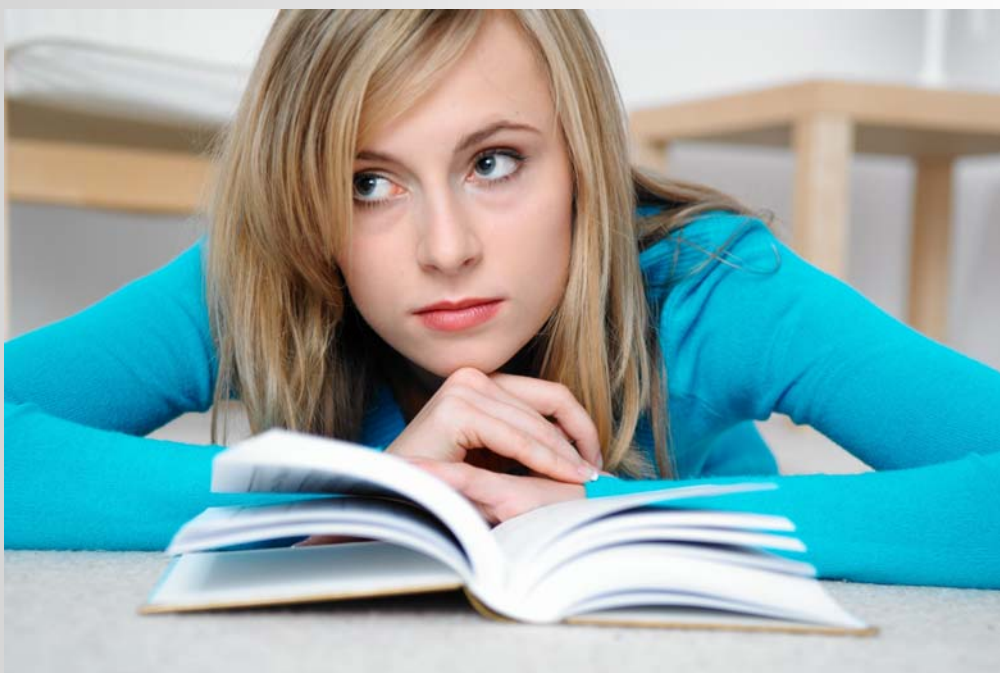
INTENT	DESCRIPTION	OUTCOMES
<p>To assist applicants for AIMS Intervention/ Dropout Prevention funding in developing a program design and in understanding the leadership responsibilities to such a program.</p> <p>Audience/Targeted Attendees: Districts, schools, and public agency representatives interested in developing a program to best support the needs of at-risk students likely to drop out of school and/or likely to score below level on the AIMS exam</p>	<p>Participants will meet for a session that will review the essential components of the state statute ARS 15-809. Successful models of existing programs will be discussed and opportunities will be provided for applicants to ask questions. Applicants will be presented with a clear presentation of the deliverables of the grant, the nature of the application review process including a presentation of the application and the rubric that will be used to determine the quality of the plan. Expectations for the gathering and maintaining of program data will be presented.</p> <p>Note: Time will be provided to allow individual applicants to meet with staff and discuss unique concerns and potential ideas.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Understand and be able to explain the nature of the AIMS Intervention/ Dropout Prevention Grant including the deliverables and the system of accountability required• Identify and be able to describe successful programs that have been supported• Receive ideas that can be potentially expanded and adapted by the applicants in developing their own programs• Understand the application process and the method to be used for application review• Have all questions answered <p><u>Scheduling Questions:</u> Shannon Tucker shannon.tucker@azed.gov</p> <p><u>Programmatic Contact:</u> Robert Coccagna robert.coccagna@azed.gov</p>

School Climate, Culture, and Communication: *Dropout Prevention*

Innovative & Exemplary Programs

AIMS Intervention/ Dropout Prevention Data Collection, Analysis and Accountability Workshop

INTENT	DESCRIPTION	OUTCOMES
<p>To provide AIMS Intervention / Dropout Prevention grant award recipients with an understanding of the requirements of the grant for data collection and maintenance, and program assessment strategies.</p> <p>Audience/Targeted Attendees: Districts, schools, and public agencies who have received an AIMS Intervention/ Dropout Prevention grant to develop a program that supports the needs of at-risk students likely to drop out of school and/or likely to score below level on the AIMS exam.</p>	<p>With the support of the external evaluator required under ARS. 15-809, the Arizona Department of Education (ADE) will provide a mandatory session for all new award recipients. This session illustrate the kinds of data required under the statute (as well as the manner and form in which such data is to be collected and maintained). Sites will be given the opportunity to discuss the process and how such processes could impact on their ability to deliver. Also, existing sites will provide examples of anecdotal documentation which explains program success beyond the empirical data.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Understand exactly what data needs to be collected and maintained for program assessment and evaluation.• Have an opportunity to have their concerns heard and acted upon where possible.• Learn from existing programs how to document the “story” of success. <p><u>Scheduling Questions:</u> Shannon Tucker shannon.tucker@azed.gov</p> <p><u>Programmatic Contact:</u> Robert Coccagna robert.coccagna@azed.gov</p>



Technical Assistance

Scheduled and/or on-request events to comply with regulatory mandates and Arizona Department of Education initiative and grant requirements.

1. AIMS, NAEP

Pg.150– Pre-Test Workshops

- National Assessment of Educational Progress Data Explorer and Question Tool: From the Web to the Classroom

Pg.151– AIMS Intervention/ Dropout Prevention Data Collection, Analysis, and Accountability

Pg.152– AIMS Intervention/ Dropout Prevention Plan Development and Leadership Responsibilities

2. Arts Education

Pg.153– Superintendent Horne's Arts Education Initiative Evaluation Reporting

- Superintendent Horne's Arts Education Initiative Grant Meeting

Pg.154– Superintendent Horne's Arts Education Initiative Promising Practices Review

3. AZLEARNS

Pg.155– Solution Team Orientation

- Advanced Solution Team Training

Pg.156– Standards and Rubrics for School Improvement Training

- Arizona School Improvement Plan Training

Pg.157– State Intervention Student Achievement Turnaround Forum

- AZLEARNS Appeals Workshop

Pg.158– AZLEARNS (Profiles)/ NCLB (AYP) Accountability Workshop

4. Grants

Pg.159– 21st Century Community Learning Centers Grant– Fall Training

- 21st Century Community Learning Centers Grant Application Training

Pg.160– 21st Century Community Learning Centers Networking Meetings

- 21st Century Community Learning Centers Vision Team

Pg.161– Advanced Placement Incentive Program (APIP) Grant: The Basics

Pg.162– Federal Vocational/CTE Programs Carl Perkins Basic Grant Workshop

- Career and Technical Education Basic Grant and Data Reporting Workshop

Pg.163– Enhancing Education Through Technology Discretionary Grant Application Training

- Ed Tech Discretionary Grant Proposal Review Training

Pg.164– Ed Tech Discretionary Sub-Grantee Accountability Workshop

Pg.165– Statewide E-Rate Training Workshops

Pg.166– Grants Management Basics FY 2007

- Applications, Plans, and Reports: Understanding the Grant Process

Pg.167– Mathematics and Science Partnership Grant Application Workshop

- Mathematics and Science Partnership Grant Technical Assistance Workshop

Pg.168– Effective K-3 Reading First Academy

Pg.169– Reading First Leadership Series for Coordinators, Principals, and Coaches

- DIBELS Data Training for Reading First Schools

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Technical Assistance

Technical Assistance

Scheduled and/or on-request events to comply with regulatory mandates and Arizona Department of Education initiative and grant requirements.

4. Grants (cont.)

Pg.170– Safe and Drug Free Schools (Title IV) Application and Report Training
– School Safety Program Grant Administrator Training

5. Career and Technical

Pg.171– DES Fiscal Training
– ETPL Workgroup

6. Adult Education

Pg.172– Adult Education Program Directors and GED Examiners Joint Institute
Pg.173– Data Management Systems
Pg.174– Adult Education Professional Learning Task Force
– Adult Education Educational Technology Task Force
Pg.175– GED Task Force

7. Health and Nutrition

Pg.176– Labor Management
– Nutrition Education for Child Care Centers and Day Care Homes
Pg.177– Introduction to Processing
– Business Track and A+ School Lunch
Pg.178– CNP Annual Financial Report
– Commodity Ordering Web-based Training
Pg.179– Computer Track
– Contracting with Food Service Management Companies (FSMC)
Pg.180– Nutrition Track and A+ School Lunch
– Nutrition Education for Schools
Pg.181– Preparing For Your Administrative Review
– Provisions 2 and 3 (Special Assistance)
Pg.182– Serving It Safe

8. School Operations

Pg.183– Arizona Association of School Business Officials (AASBO) Compliance Training
– Charter School Training

9. Homeless Programs

Pg. 184– Homeless Liaison Institute
– McKinney-Vento Homeless Education Orientation\

(Continued of Next Page)



Technical Assistance

Technical Assistance

Scheduled and/or on-request events to comply with regulatory mandates and Arizona Department of Education initiative and grant requirements.

10. Migrant and Refugee Programs

- Pg.185– Annual Migrant Education Program Coordinators Meeting
 - Migrant Certificate of Eligibility and Identification and Recruitment Training
- Pg.186– Migrant Education Program (MEP) Annual Migrant Staff Meeting
 - State Migrant Parent Advisory Council (SMPAC)
- Pg.187– Arizona Refugee Resettlement Annual Meeting
 - Annual Refugee Coordinators Meeting
- Pg.188– Quarterly Refugee Education/Social Service Agency Meetings

11. No Child Left Behind (NCLB)

- Pg.189– No Child Left Behind (NCLB) Consolidated Fiscal Application Training
 - No Child Left Behind (NCLB) Consolidated Plan Training
- Pg.190– No Child Left Behind (NCLB) Six-Year Cycle Monitoring
 - Private Schools and NCLB
- Pg.191– Supplemental Education Services (SES)
- Pg.192– AZLEARNS (Profiles)/ NCLB (AYP) Accountability Workshop

12. State Tutoring

- Pg.193– State Tutoring Program

13. Certification

- Pg.194– National Board Candidate Leadership Conference
 - Alternative Secondary Path to Certification
- Pg.195– Arizona Educator Proficiency Assessment (AEPA)
 - Career Ladder Director Seminar
- Pg.196– Certification Displays at Education Events
 - Certification Information Sessions
- Pg.197– College/ University On-site Certification Services
 - Highly Qualified Guidance
- Pg.198– Highly Qualified Teacher Attestation and the High Objective Uniform State Standard of Evaluation Completion
 - National Board Candidate Subsidy Program
- Pg.199– National Board Certification Workshop
 - Pay For Performance Programs
- Pg.200– Professional Preparation Program Approval
 - School District On-Site Certification Services
- Pg.201– Troops To Teachers Assistance
 - Troops To Teachers Employment
- Pg.202– Troops To Teachers Recruitment

(Continued of Next Page)



Technical Assistance

Technical Assistance

Scheduled and/or on-request events to comply with regulatory mandates and Arizona Department of Education initiative and grant requirements.

16. English Language Learners

- Pg.203– Arizona English Language Learner Assessment (AZELLA Training)
- Pg.204– Arizona K-12 Center (AzK-12) Train-the-Trainer Structured English Immersion (SEI) Endorsement Training
 - Arizona School Services through Educational Technology (ASSET) Online Structured English Emersion (SEI) Training
- Pg.205– Practitioners of English Language Learners (PELL) Monthly Meetings
 - Provisional Structured English Emersion (SEI) Endorsement Seminar

17. School Finance /SAIS/ Impact Aid/

- Pg.206– Charter Estimated Counts FY07
- Pg.207– Essential Information for SAIS Coordinators for FY 2007
 - Grants Management Basics FY07
- Pg.208– Reporting ELL Data to SAIS
 - Reporting SPED Data to SAIS
- Pg.209– SAIS Online FY07
- Pg.210– AFR Workshop
 - Impact Aid Report
 - TAA and NASTA Transportation Conferences
- Pg.211– Budget Workshop



Technical Assistance

TECHNICAL ASSISTANCE: *AIMS, NAEP*

Assessment

Pre-Test Workshops

INTENT	DESCRIPTION	OUTCOMES
<p>Train test coordinators on test administration and preparation guidelines.</p> <p>Audience/Targeted Attendees: District and Charter Holder Test coordinators are required to attend</p>	<p>Participants in this workshop will be trained in procedures necessary for the correct administration of the AIMS and <i>TerraNova</i> tests. There is a limit of only two registrants per district/charter operator/ private school.</p> <p>Fall Workshops (HS only) are held in September. Spring Workshops (all districts/charters)</p>	<p>Participants will:</p> <ul style="list-style-type: none"> Understand the procedures to correctly administer state tests <p><u>Scheduling Questions and Programmatic Contact:</u> Irene Hunting irene.hunting@azed.gov</p>

Assessment

National Assessment of Educational Progress Data Explorer and Question Tool: From the Web to the Classroom

INTENT	DESCRIPTION	OUTCOMES
<p>Provide interactive tutorial on obtaining test results from NAEP and utilizing the question tool for ongoing classroom use.</p> <p>Audience/Targeted Attendees: Teachers, district assessment directors, content experts, superintendents, principals, and parents</p>	<p>This interactive presentation will introduce participants to the National Assessment of Educational Progress (NAEP) website. We will work with the NAEP Data Explorer tool to show participants how to obtain the NAEP results they are interested in utilizing to guide their instruction. The Item Map and Question Tool will be demonstrated to show how these tools can be helpful in creating formative assessments to be used in the classroom. Participants will have time to work with these tools, ask questions as needed during this session. Participants will leave the presentation with their own formative assessment customized to their classroom needs.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> Navigate through the NAEP website Explore the NAEP Data Explorer Utilize the Question Tool for classroom use Understand the Item Map and how informative it can be when tied with the Data Explorer and Question Tool Take home their customized formative assessment <p><u>Scheduling Questions and Programmatic Contact:</u> Carrie Giovannone Carrie.giovannone.azed.gov</p>

Innovative & Exemplary Programs

AIMS Intervention/ Dropout Prevention Data Collection, Analysis and Accountability Workshop

INTENT	DESCRIPTION	OUTCOMES
<p>To provide AIMS Intervention / Dropout Prevention grant award recipients with an understanding of the requirements of the grant for data collection and maintenance, and program assessment strategies.</p> <p>Audience/Targeted Attendees: Districts, schools, and public agencies who have received an AIMS Intervention/ Dropout Prevention grant to develop a program that supports the needs of at-risk students likely to dropout of school and/or likely to score below level on the AIMS exam</p>	<p>With the support of the external evaluator required under ARS. 15-809, the Arizona Department of Education (ADE) will provide a mandatory session for all new award recipients. This session illustrates the kinds of data required under the statute (as well as the manner and form in which such data is to be collected and maintained). Sites will be given the opportunity to discuss the process and how such processes could impact on their ability to deliver. Also, existing sites will provide examples of anecdotal documentation which explains program success beyond the empirical data.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Understand exactly what data needs to be collected and maintained for program assessment and evaluation. • Have an opportunity to have their concerns heard and acted upon where possible. • Learn from existing programs how to document the “story” of success. <p><u>Scheduling Questions:</u> Shannon Tucker shannon.tucker@azed.gov</p> <p><u>Programmatic Contact:</u> Robert Coccagna robert.coccagna@azed.gov</p>

“Those who get lost on the way to school will never find their way through life.”
German Proverb

Innovative & Exemplary Programs

AIMS Intervention/ Dropout Prevention Plan Development and Leadership Responsibilities

INTENT	DESCRIPTION	OUTCOMES
<p>To assist applicants for AIMS Intervention/ Dropout Prevention funding in developing a program design and in understanding the leadership responsibilities to such a program.</p> <p>Audience/Targeted Attendees: Districts, schools, and public agency representatives interested in developing a program to best support the needs of at-risk students likely to dropout of school and/or likely to score below level on the AIMS exam</p>	<p>Participants will meet for a session that will review the essential components of the state statute ARS 15-809. Successful models of existing programs will be discussed and opportunities will be provided for applicants to ask questions will be provided. Applicants will be presented with a clear presentation of the deliverables of the grant, the nature of the application review process including a presentation of the application and the rubric that will be used to determine the quality of the plan. Expectations for the gathering and maintaining of program data will be presented.</p> <p>Note: Time will be provided to allow individual applicants to meet with staff and discuss unique concerns and potential ideas.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Understand and be able to explain the nature of the AIMS Intervention/ Dropout Prevention Grant including the deliverables and the system of accountability required • Identify and be able to describe successful programs that have been supported • Receive ideas that can be potentially expanded and adapted by the applicants in developing their own programs • Understand the application process and the method to be used for application review • Have all questions answered <p><u>Scheduling Questions:</u> Shannon Tucker shannon.tucker@azed.gov</p> <p><u>Programmatic Contact:</u> Robert Coccagna robert.coccagna@azed.gov</p>

TECHNICAL ASSISTANCE: *Arts Education*

Arts Education

Superintendent Horne's Arts Education Initiative Evaluation Reporting

INTENT	DESCRIPTION	OUTCOMES
<p>To provide information on the evaluation reporting requirements of the Arts Education Initiative.</p> <p>Audience/Targeted Attendees: All awarded grantees of the <i>Superintendent's Arts Education Initiative</i>. Other interested arts education practitioners and administrators are welcome</p>	<p>An interactive workshop introducing the evaluation components of Superintendent Tom Horne's Arts Education Initiative.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Learn about the evaluation requirements of the Arts Education Initiative• Provide input to the Arizona Department of Education regarding arts evaluation <p><u>Scheduling Questions:</u> Anne Trujillo anne.trujillo@azed.gov</p> <p><u>Programmatic Contact:</u> Lynn Tuttle lynn.tuttle@azed.gov</p>

Arts Education

Superintendent Horne's Arts Education Initiative Grant Meeting

INTENT	DESCRIPTION	OUTCOMES
<p>To provide an overview of the next funding round application and/or amendment process for the Arts Education Initiative.</p> <p>Audience/Targeted Attendees: All eligible schools and consortiums</p> <p>Note: Eligibility factors include prior funding and current funding availability.</p>	<p>These meetings serve as an opportunity to learn about current and future funding opportunities through the Arts Education Initiative.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Review the funding cycle for the Arts Education Initiative,• Learn what narrative and financial information is required and• Identify key elements of a quality application. <p><u>Scheduling Questions:</u> Anne Trujillo anne.trujillo@azed.gov</p> <p><u>Programmatic Contact:</u> Lynn Tuttle lynn.tuttle@azed.gov</p>

Arts Education

Superintendent Horne’s Arts Education Initiative
Promising Practices Review

INTENT	DESCRIPTION	OUTCOMES
<p>To provide a peer review of self-nominated best practices from participating Arts Education Initiative sites.</p> <p>Audience/Targeted Attendees: All awarded grantees of the Superintendent’s Arts Education Initiative. Other interested arts education practitioners and administrators are welcome</p>	<p>Through review of best practice nominations from the field, participants will learn about programming at AZ Arts Education Initiative sites.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Review promising practice nominations-setting,• Determine the outcome of each nomination and• Learn about peer review processes and evaluation. <p><u>Scheduling Questions:</u> Anne Trujillo anne.trujillo@azed.gov</p> <p><u>Programmatic Contact:</u> Lynn Tuttle lynn.tuttle@azed.gov</p>

TECHNICAL ASSISTANCE: AZLEARNS

School Improvement

Solution Team Orientation

INTENT	DESCRIPTION	OUTCOMES
<p>To instruct newly selected Solution Team members on the Solution Team Process.</p> <p>Audience/Targeted Attendees: This two-day training is open to those Solution Team applicants who have been notified of their acceptance and were invited to attend</p>	<p>This two-day training will prepare approved applicants to serve as Solutions Team members or leaders, and will lead to certification as Arizona Academic Standards Technicians. For more information on the Standards and Rubrics for School Improvement, please visit: http://www.ade.az.gov/schooleffectiveness/STDSRUBRIC.pdf.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Analyze Solution Team Process and how it is to be conducted• Develop skills in using the “Standards and Rubrics for School Improvement” to conduct an evidence-based inquiry• Understand new online Arizona School Improvement Plan (ASIP)• Recognize new ADE resources and support to schools• Understand ADE accounting and travel procedures• Demonstrate a personalized approach for successful participation in the Solution Team Process <p>Programmatic Contact: Karen Menge kmenge@ade.az.gov</p>

School Improvement

Advanced Solution Team Training

INTENT	DESCRIPTION	OUTCOMES
<p>To update previously trained Solution Teams leaders and members on process enhancements.</p> <p>Audience/Targeted Attendees: Previously trained Solution Teams leaders and members</p>	<p>This one-day training is required for individuals who were previously trained for Solution Teams and wish to continue to serve in 2006-2007.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Update knowledge and skills with regard to:<ul style="list-style-type: none">-Revised Standards and Rubrics for School Improvement-New Online Arizona School Improvement Plan (ASIP)-ADE resources and support to schools-ADE accounting and travel procedures• Revisit importance of evidence - based Statement of Findings and the specific expectations for its development and presentation at the conclusion of the visit. <p>Programmatic Contact: Karen Menge kmenge@ade.az.gov</p>

TECHNICAL ASSISTANCE: AZLEARNS

School Improvement

Standards and Rubrics for School Improvement Training

INTENT	DESCRIPTION	OUTCOMES
<p>To assist schools in successfully implementing their Arizona School Improvement plan</p> <p>Audience/Targeted Attendees: Underperforming Schools</p>	<p>Trainings are divided into three sections. The first part is an overview of the SRSI document itself, as well as the supporting Resource Guide. The second involves how a school can effectively create and implement a comprehensive needs assessment and how to use this information in your school improvement planning. The final element addresses the issues of stakeholder buy-in, as well as nuts and bolts tips on conducting the assessment.</p> <p>The SRSI trainings address three fundamental questions:</p> <ol style="list-style-type: none"> 1) How can the SRSI work to improve your school? 2) How do they support the effective use of a needs assessment? 3) How can the Standards and Rubrics assist in the completion of an ASIP? 	<p>Participants will:</p> <ul style="list-style-type: none"> • Understand how the Standards and Rubrics can work to improve your school • Learn how to use them in implementing an effective needs assessment • Understand how needs assessments can be used when writing an Arizona School Improvement Plan <p>Programmatic Contact: Brian Putnam bputnam@ade.az.gov</p>

School Improvement

Arizona School Improvement Plan Training

INTENT	DESCRIPTION	OUTCOMES
<p>To assist schools in developing and writing their Arizona School Improvement Plan.</p> <p>Audience/Targeted Attendees: Underperforming schools and school's in School Improvement</p>	<p>An Arizona School Improvement Plan (ASIP) is not a report to ADE; rather, it is a dynamic and flexible guide to increasing student performance. These training sessions are designed to assist you in understanding and completing your ASIP. Trainers will guide you through the document page by page in an effort to answer all questions concerning data collection, goal setting, formatting and completion of all required components of the school improvement plan. The trainings also include information that clearly outlines the similarities and differences between AZ LEARNS and No Child Left Behind.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Create effective goals • Create an Action Plan for completing the ASIP • Understand how to easily and efficiently format the ASIP document • Recognize the differences between NCLB and AZ LEARNS • Learn to conduct an effective needs assessment <p>Programmatic Contact: Brian Putnam bputnam@ade.az.gov</p>

TECHNICAL ASSISTANCE: **AZLEARNS**

School Improvement

State Intervention Student Achievement Turnaround Forum

INTENT	DESCRIPTION	OUTCOMES
<p>To provide leadership teams and Turnaround personnel with information and tools for improving student achievement.</p> <p>Audience/Targeted Attendees: Leadership teams from schools that have been designated as failing to meet academic standards. All Turnaround personnel placed in the schools through State Intervention.</p>	<p>The State Intervention unit of the School Effectiveness Division will conduct a three-to-five day workshop in the summer. The focus will be understanding student achievement data, using data for instructional decisions, writing an Arizona School Improvement Plan and using feedback to teachers to improve instruction.</p> <p><u>The Student Achievement Turnaround Forum will not be presented this June. Turnaround personnel will attend the Leading Change Conference.</u></p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Use data to make instructional decisions • Use data to revise or write an Arizona School Improvement Plan (ASIP) • Implement a classroom observation instrument to determine the level of student engagement • Understand various models for providing feedback to teachers which will help them to improve instruction <p><u>Programmatic Contact:</u> Cindy Richards crichar@ade.az.gov</p>

School Improvement

AZLEARNS Appeal Workshop

INTENT	DESCRIPTION	OUTCOMES
<p>To provide information to schools regarding AZ LEARNs achievement profiles, calculating the achievement profiles, consequences for underperforming schools, and the components of an AZLEARNS Appeal.</p> <p>Audience/Targeted Attendees: Schools designated under AZLEARNS as underperforming for third consecutive year</p>	<p>The State Intervention Unit in collaboration with the Research and Evaluation Unit will conduct a workshop to provide school and district leadership the information that will be helpful in learning to read the schools academic profile and applying that information to writing an appeal to the school's AZLEARNS designation.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Read and understand the data contained in the school's achievement profile • Know the three components of an AZ-LEARNs appeal document • Apply achievement profile data when writing an appeals document <p><u>Programmatic Contact:</u> Cindy Richards crichar@ade.az.gov</p>

Research and Evaluation

**AZLEARNS (Profiles)/ NCLB (AYP)
Accountability Workshop**

INTENT	DESCRIPTION	OUTCOMES
<p>To clarify the state and federal account-ability systems for attendees.</p> <p>Audience/Targeted Attendees: District superintendents, charter business managers, principals, charter administra-tors, and all accountability staff</p>	<p>The ADE has created an informative workshop designed to provide superintendents, principals, and staff detailed information about AZ LEARNS and NCLB accountability requirements and to demystify the state and federal accountability systems.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Receive updates on changes to AZ-LEARNNS and NCLB formulas• Learn how to calculate an AZ-LEARNNS achievement profile• Determine if the school made AYP• Receive tips and precautions to help interpret the accountability systems and how to write appeals and correct data <p><u>Scheduling Questions and Programmatic Contact:</u> Aleks Kadijevic Achieve@azed.gov</p>

TECHNICAL ASSISTANCE: *Grants*

21st Century Community Learning Centers

21st Century Community Learning Centers Grant-Fall Training

INTENT	DESCRIPTION	OUTCOMES
<p>To keep grantees in compliance with federal and state mandates and to offer training that will enhance the successful implementation of this Grant.</p> <p>Audience/Targeted Attendees: All Cycles I-V 21st CCLC staff including but not limited to: program directors, site coordinators, teaching staff, support staff, superintendents, school board members and site principals. Special School Principal Track is facilitated by experienced principals with 21st CCLC Funding.</p>	<p>This two-day workshop will focus on how to implement exciting and engaging 21st CCLC after school programs. Arizona veteran grantees will facilitate sessions and highlight best practice strategies used at their successful sites. This workshop will offer three different tracks for varying levels of experience: Principals/Program Managers, Experienced grantees, and New grantees. There will be working sessions for grant staff to kick off a new year of successful programming that will maximize achievement outcomes for students.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> Identify best practices in after school programs Increase knowledge of grant management including knowledge of compliance issues with 21st CCLC Grant Re-evaluate current program design Analyze 21st CCLC program and determine how to improve services to students and their families <p>Scheduling Questions: Raenetta Scott Raenetta.Scott@azed.gov</p>

21st Century Community Learning Centers

21st Century Community Learning Centers Grant Application Training

INTENT	DESCRIPTION	OUTCOMES
<p>To assist eligible entities in the 21st CCLC application process.</p> <p>Audience/Targeted Attendees: Entities eligible to apply for the 21st CCLC grant including Community Based Organizations, Faith Based Organizations, and any other public or private entity</p>	<p>This training is intended to assist eligible agencies in the application process for 21st CCLC applications. Aspects to boost academic achievement in 21st CCLC program will be presented by ADE staff. State and federal requirements for the ensuing applications for funding will be presented. Participants will learn how to prepare competitive proposals, which include program plan, evaluation processes, professional development, sustainability and related budget issues.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> Determine appropriate strategies for designing a successful 21st CCLC program Examine aspects of competitive 21st CCLC applications Recognize state and federal legal aspects for 21st CCLC <p>Scheduling Questions: Raenetta Scott Raenetta.Scott@azed.gov</p>

TECHNICAL ASSISTANCE: *Grants*

21st Century Community Learning Centers

21st Century Community Learning Centers Networking Meetings

INTENT	DESCRIPTION	OUTCOMES
<p>To provide information and technical assistance by networking with other 21st Century Community Learning Centers.</p> <p>Audience/Targeted Attendees: All awarded grantees from Cycle 1, 2, 3, and 4. Teams of at least two program staff should come from each site including but not limited to: school principal, site coordinators, directors and after school teaching staff and other support staff involved with the 21st CCLC grant.</p>	<p>Through a visit to a highly functional and outstanding 21st CCLC, learn how grantees manage their academic and enrichment program. Also learn how grantees can address state and federal compliance issues, including collecting and entering data for the Annual Performance Report. Resource materials requested in advance by participants will be available. Networking time is built in to share resources and information.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> Examine successful elements of 21st CCLC grant management and implementation Examine a variety of models of successful programming design in 21st CCLC Identify local 21st CCLC program gaps and locate related resources Prepare an Annual Performance Report that reflects success for Arizona students and families <p>Scheduling Questions: Raenetta Scott Raenetta.Scott@azed.gov</p>

21st Century Community Learning Centers

21st Century Community Learning Centers Vision Team

INTENT	DESCRIPTION	OUTCOMES
<p>Create council to engage in the development of policies and/or procedures that would support the implementation of the 21st Century Community Learning Center After-School Programs</p> <p>Audience/Targeted Attendees: Application process is required for participation. Leaders from all awarded grantees from funding cycles are encouraged to participate. Leaders including but not limited to: school principal, site coordinators, directors and after school teaching staff and other support staff involved with the 21st CCLC grant. Community members will be added to the Vision Team during the 2005-2006 school year.</p>	<p>The Arizona Department of Education has convened a Vision Team. This council will actively engage in the development of policies and/or procedures that would support the implementation of the 21st Century Community Learning Center After-School Programs(s). In addition, this advisory council will create a vision for Arizona regarding the future of 21st Century Community Learning Center Grant funding and programs. Team members will also assist in planning efforts that move the vision forward of giving each child in Arizona access to quality after school programs that keep children safe while inspiring them to learn.</p> <p>The vision team meets on a quarterly basis. There is an application process to participate. All 21st Century staff is welcome to participate.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> Recognize the advocacy efforts in Arizona for after school programs Identify and strategize the direction of the Vision Team as it relates to the development of policies and procedures for 21st CCLC grants Analyze and explore how to improve access to quality after school programs for all Arizona students and their families <p>Scheduling Questions: Raenetta Scott Raenetta.Scott@azed.gov</p>

Advanced Placement

Advanced Placement Incentive Program (APIP) Grant: The Basics

INTENT	DESCRIPTION	OUTCOMES
<p>To provide interested grant writers, school administrators and district officials with the basic components for creating a successful sub grant Advanced Placement Incentive Program application.</p> <p>Audience/Targeted Attendees: Middle and high school administrators, teachers, counselors or grant writers</p>	<p>This workshop is offered to any middle school (working in tandem with their feeder high school), which has applied for and received an Advanced Placement Incentive Program (APIP) grant for the 2006-2007 school year. Participants will be given budget information, recruitment strategies for advanced coursework, reporting requirements, parent information and strategies for creating a rigorous, vertically aligned curriculum. They will participate in a sharing of best practices and also learn about national models that have been successfully implemented.</p>	<p>The participants will:</p> <ul style="list-style-type: none"> • Name the key priority of targeting low income students for inclusion in rigorous academic coursework, • Develop a budget which incorporates professional training for teachers, administrators and counselors, • Learn the leadership strategies necessary to successfully implement their action plan, • Explain the important messages to be delivered at faculty and parent meetings through modeling of best practices and • Create an action plan for accomplishing the target goal. <p><u>Scheduling Questions:</u> Administrative Assistant 602-364-1908</p> <p><u>Programmatic Contact:</u> John Balentine john.balentine@azed.gov</p>

"The foundation of every state is the education of its youth."
Diogenes Laertius

TECHNICAL ASSISTANCE: *Grants*

Career/Technical Education

Federal Vocational/CTE Programs Carl Perkins Basic Grant Workshop

INTENT	DESCRIPTION	OUTCOMES
<p>To train local district CTE administrators on how to complete the annual application for Federal Perkins CTE Basic Grant funds.</p> <p>Audience/Targeted Attendees: Statewide local district CTE administrators and their appropriate staff</p>	<p>This session will inform each Perkins Basic Grant liaison information about the grant. Each liaison conducts the his/her session, reviewing the application content and requirements per Federal legislation, on-line instructions, writing appropriate objectives, appropriate expenditures, specific district issues, and Q and A.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Begin to prepare their applications for the Carl Perkins Basic Grant <p><u>Scheduling Questions and Programmatic Contact:</u> Karlene Darby karlene.darby@azed.gov</p>

Career/Technical Education

Career and Technical Education Basic Grant and Data Reporting Workshop

INTENT	DESCRIPTION	OUTCOMES
<p>To provide a full day of training and hands-on experience that presents a comprehensive overview of the CTE data reporting system which includes CTE Basic Grant applications, enrollment reporting, concentrator and placement reporting, accessing performance results and Grants Management Enterprise System fiscal issues.</p> <p>Audience/Targeted Attendees: Superintendents, Business Managers, local CTE Directors, Data Specialists and individuals responsible for CTE online reporting</p>	<p>Both hands-on computer workshops and PowerPoint presentations are used to acquaint the target audience with an overall picture of the Career and Technical Education fiscal year, including the CTE Basic Grant and Coherent Sequence, CTE fiscal development and reporting, electronic CTE enrollment reporting, concentrator and placement reporting, creation of performance measures reports and proactive technical assistance and data quality reviews. Participants are able to actually work on their schools live and test data during the online sessions.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Receive a binder containing all the slide presentations and handouts, as well as other pertinent useful information• Navigate the various online systems in order to electronically submit required applications and reports• Understand of the fiscal requirements pertaining to state and federal CTE funding <p><u>Scheduling Questions and Programmatic Contact:</u> Helen Bootsma helen.bootsma@azed.gov</p>

TECHNICAL ASSISTANCE: *Grants*

Educational Technology

Enhancing Education Through Technology Discretionary Grant Application Training

INTENT	DESCRIPTION	OUTCOMES
<p>To deepen understanding of the application process and to identify qualification criteria to apply for a Title IID discretionary grant</p> <p>Audience/Targeted Attendees: Entities that meet the poverty eligibility criterion of Title IID. Those who should attend:</p> <ol style="list-style-type: none">1. District/Charter Technology Coordinators2. Grant Writers3. District/Charter Administration	<p>Participants will be introduced to the goals of the program and learn how the Ed Tech IID funds are distributed. The workshop will inform them of the size of awards, proposal deadlines, and eligible expenditures allowed under this competition. The workshop will introduce them to the forms and documents that comprise a complete proposal package and where to locate them. Participants will also be informed of guidelines for compliance including equitable participation with non-public schools and an in-depth description of eligible partnerships and consortia. In addition, they will understand the importance of the grant accountability requirements for the entire project, which includes data collection for teachers and students.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Learn goals of the Ed Tech Program• Identify eligible LEAs, allowable expenditures and services• Be familiar with accountability requirements to be addressed in the proposal, closing deadline, required documents and forms <p><u>Scheduling Questions and Programmatic Contact:</u> Chris Castillo ccastil@ade.az.gov</p>

Educational Technology

Ed Tech Discretionary Grant Proposal Review Training

INTENT	DESCRIPTION	OUTCOMES
<p>To deepen understanding of proposal evaluation process and how to utilize the scoring rubric.</p> <p>Audience/Targeted Attendees: Educators statewide that have volunteered to review Ed Tech grants and that have experience in Educational Technology</p>	<p>Participants receive training on how to evaluate the Ed Tech Discretionary proposals using the rubric and evaluation score sheets provided. The requirements of the project will be reviewed, as well as hands-on use of the forms and process. Time is allowed for reviewers to practice scoring various part of the grant application.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Learn how to score the proposals using the electronic scoring sheets and rubric• Identify program goals and objectives to ensure compliance and alignment of proposals• Work in teams of three to evaluate and rank proposals <p><u>Scheduling Questions and Programmatic Contact:</u> Cathy Poplin cpoplin@ade.az.gov</p>

Educational Technology

Ed Tech Discretionary Sub-Grantee Accountability Workshop

INTENT	DESCRIPTION	OUTCOMES
<p>To deepen the understanding for successful implementation of discretionary projects.</p> <p>Audience/Targeted Attendees: Discretionary Sub-grantee project directors and business managers</p>	<p>This is a required full-day workshop for all Title IID Sub-grantees. Participants will have an opportunity to showcase their projects from last year. The morning session will revolve around reflective and highly interactive topics on lessons learned in the first year and how those lessons can strengthen the program in the second year. The afternoon will provide four sessions participants will rotate through: Accountability Plans for 2007; Professional Development & Review of Standards; Assessment & Scope of Work; and Support Systems. The program's external evaluator and the Technology Integration Specialist from their county region will actively participate with the four teams throughout the day.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Review official definition of high quality professional development and determine if proposed project activities align to the definition • Review where to find and how to use fiscal management and report requirement tools and applications • Learn how to use ASSET's Professional Development tracking system • Build relationships with the Technology Integration Specialist(s) who will provide technology integration support and provide technical assistance to projects • Review the grant evaluation requirements and identify the types of data needed to be collected for evaluation report • Review what was learned from the first year of administering the project from both teacher and student perspectives • Review what was learned through the technology literacy and integration assessments from both teacher and student perspectives • Brainstorm solutions on how to use the first year's lessons learned to strengthen their 2nd year project • Develop an accountability plan for 2007 <p><u>Scheduling Questions and Programmatic Contact:</u> Chris Castillo ccastil@ade.az.gov</p>

Educational Technology

Statewide E-Rate Training Workshops

INTENT	DESCRIPTION	OUTCOMES
<p>To deepen understanding of the E-Rate program, which is a federal discount program on telecommunication services for all schools, and to discover the requirements and deadlines that must be met.</p> <p>Audience/Targeted Attendees: District and Charter technology directors or the person(s) that file(s) the E-Rate forms each year</p>	<p>Participants will learn how to obtain telecommunication discounts from the E-Rate Program for their schools. Full-day sessions will be held at numerous locations statewide. An hour session for beginners will be followed by an intense four-hour training to reinforce the rules and regulations that guide the program and to address any changes made to the program. In the afternoon, one-on-one assistance is provided to LEAs on problem resolution or in the development of their technology plans. The E-Rate Program provides an average of \$65 million dollars in telecommunication discounts to AZ schools.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Learn the step-by-step process for successfully filing for E-Rate• Become familiar with the various forms and important deadlines to meet for filing for E-Rate reimbursement funds• Identify the resources that can help manage the program documents and files• Learn how to determine discounts and which services and products quality for the program <p><u>Scheduling Questions and Programmatic Contact:</u> Chris Castillo ccastil@ade.az.gov</p>

“Education is like a mosaic. There are often many seemingly small and unique pieces that, when put together, create a new picture.”
Superintendent Tom Horne

TECHNICAL ASSISTANCE: *Grants*

School Finance

Grants Management Basics FY 2007

INTENT	DESCRIPTION	OUTCOMES
<p>To enlighten and update our customers on the proper procedures to be followed, as well as to highlight any changes in this process for FY07.</p> <p>Audience/Targeted Attendees: LEAs who submit data using the Grants Management Enterprise System</p>	<p>This workshop is intended to provide a basic overview of the web-based Grants Management Enterprise (GME) system to individuals from Local Education Agencies (LEAs). The presentation will include an introduction to the GME system, instructions on how to create new grant applications, amendments to existing applications, cash management reports, and completion reports. Please note that this presentation will not address questions regarding specific grants or financial requirements.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> Be able to submit grant information using the GME application <p><u>Scheduling Questions and Programmatic Contact:</u> Dolores Gerritse dolores.gerritse@azed.gov</p>

Operations

Applications, Plans, & Reports: Understanding the Grant Process

INTENT	DESCRIPTION	OUTCOMES
<p>To provide training to Local Educational Agencies (LEAs) to discern what is required within the annual cycle to receive state, federal and local funds via the Arizona Department of Education (ADE).</p> <p>Audience/Targeted Attendees: District administrators, business managers, program coordinators and any staff responsible for grants</p>	<p>This training (provided annually at the ADE <i>MEGA Conference</i>), provides a broad overview of the fiscal requirements for LEAs receiving federal/state grants through the ADE. This training will give participants a working understanding of each of the steps required in applying for, receiving, and reporting on grants administered by the ADE. Each component of these steps will be discussed in some detail by representatives of the Operations Unit, who may also be contacted for technical assistance following the training.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> Understand and comply with all regulations/requirements in the education grant process at ADE, including the following: <i>No Child Left Behind</i> (NCLB) plans and Updates, Grant applications (federal, state and local), Reporting (Consolidated State Performance Report, various academic achievement reports) Monitoring (fiscal compliance) and audits. <p><u>Scheduling g Questions:</u> Administrative Assistant 602-364-1909</p> <p><u>Programmatic Contact:</u> Richard Valdivia richard.valdivia@azed.gov</p>

TECHNICAL ASSISTANCE: *Grants*

Standards-Based Best Practices

Mathematics and Science Partnership Grant Application Workshop

INTENT	DESCRIPTION	OUTCOMES
<p>To become familiar with the MSP grant application process.</p> <p>Audience/Targeted Attendees: Entities eligible to apply for the Mathematics and Science Partnership Grant</p>	<p>This workshop will be an information session for potential grantees to learn the basic guidelines and the intent of the MSP funding.</p>	<p>Participants will:</p> <ul style="list-style-type: none">Know and understand the grant guidelines, timelines, and the intent of the MSP funding <p><u>Scheduling Questions and Programmatic Contact:</u> Teresa Rivera teresa.rivera@azed.gov</p>

Standards-Based Best Practices

Mathematics and Science Partnership Grant Technical Assistance Workshop

INTENT	DESCRIPTION	OUTCOMES
<p>To provide assistance with grant management, evaluation measures, and networking with colleagues.</p> <p>Audience/Targeted Attendees: All newly awarded grantees</p>	<p>This workshop will provide training to all funded project participants on the Reformed Teaching Observation Protocol and Teacher Content Measures. Grant management issues will be discussed and time will be spent building a network for communication and collaboration among projects.</p>	<p>Participants will:</p> <ul style="list-style-type: none">Increase knowledge of grant managementUnderstand how to use/apply the Reformed Teaching Observation Protocol and other pertinent Teacher Content MeasuresCommunicate and collaborate with colleagues <p><u>Scheduling Questions and Programmatic Contact:</u> Teresa Rivera teresa.rivera@azed.gov</p>

K-12 Literacy

Effective K-3 Reading Academy

INTENT	DESCRIPTION	OUTCOMES
<p>To familiarize Reading First principals and teachers with scientifically-based reading research and how it translates into practice in the classroom.</p> <p>Audience/Targeted Attendees: New Cycle II Reading First K-3 Staff (K-3 teachers, administrators, coaches, interventionists, and special education teachers) from new Reading First LEAs and their Reading First Schools</p>	<p>This mandatory two-day workshop for new Reading First schools is designed to support the use of best practices in research-based, systematic reading instruction.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Understand the components of a standards-based approach to teaching and learning and how these components align with Reading First• Know Arizona’s Reading Standard and its alignment with A.R.S. 15-704• Understand how to translate SBRR to instructional practice and the design of instruction• Understand the key components of direct and explicit instruction• Develop the connections between best practices and the essential elements of reading• Examine instructional strategies for differentiating and scaffolding instruction guided by data-driven assessments <p><u>Scheduling Questions and Programmatic Contact:</u> Teresa Rivera teresa.rivera@azed.gov</p>

“Few will have the greatness to bend history itself; but each of us can work to change a small portion of events, and in the total of all those acts will be written the history of this generation.”
Robert F. Kennedy

TECHNICAL ASSISTANCE: *Grants*

K-12 Literacy

Reading First Leadership Series for: Reading First LEA Coordinators, Principals, and Site-Based Coaches

INTENT	DESCRIPTION	OUTCOMES
<p>To provide ongoing professional development to Reading First LEA coordinators, principals and site-based coaches that supports the implementation of their Reading First LEA and site plan.</p> <p>Audience/Targeted Attendees: Cycle II Reading First LEA coordinators, principals, and site-based coaches</p>	<p>These offerings address what Reading First LEA coordinators, principals, and site-based coaches need to know and be able to do in order to lead a school in improving reading achievement.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Examine effective coaching strategies to work successfully with all teachers• Understand SBRR and SBRI• Determine how to transfer research into sound instructional practice• Create a plan to provide meaningful professional development to enhance student achievement• Support teachers in analyzing data to make instructional decisions• Examine strategies for building capacity at the school site by using data <p><u>Scheduling Questions and Programmatic Contact:</u> Teresa Rivera teresa.rivera@azed.gov</p>

K-12 Literacy

DIBELS Data Training for Reading First Schools

INTENT	DESCRIPTION	OUTCOMES
<p>To support implementation of the RF grant at both the district and site level in their efforts to be effective and efficient in a comprehensive reading program.</p> <p>Audience/Targeted Attendees: LEA Reading First coordinators and reading first principals.</p>	<p>Participants will receive site-specific support in implementing a comprehensive assessment –to-instruction system within the Reading First Grant.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Recognize Reading First assessment systems• Develop capacity for making the connection between assessment and instruction• Model skills to guide teachers and staff in the effective implementation of their assessment plan <p><u>Scheduling Questions and Programmatic Contact:</u> Teresa Rivera teresa.rivera@azed.gov</p>

TECHNICAL ASSISTANCE: *Grants*

School Safety & Prevention

Safe and Drug-Free Schools (Title IV) Application and Report Training

INTENT	DESCRIPTION	OUTCOMES
<p>To provide information and technical assistance on the 2007-2008 Title IV application and the Safe Drug Free Schools report.</p> <p>Audience/Targeted Attendees: Open to Title IV Prevention Coordinators</p>	<p>This training will provide the Safe and Drug-Free Schools coordinator with an overview of the new school year's application and reporting requirements for the current school year.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Explore 2007-2008 Title IV application• Design an approvable application• Evaluate their 2007-2008 Safe and Drug-Free Schools Report <p><u>Scheduling Questions and Programmatic Contact:</u> Renae Rosales rrosale@ade.az.gov</p>

School Safety and Prevention

School Safety Grant Administrator Training

INTENT	DESCRIPTION	OUTCOMES
<p>To understand the requirements of the School Safety Program.</p> <p>Audience/Targeted Attendees: School administrators</p>	<p>This training provides an overview of the School Safety Program requirements. School-level administrators who receive this grant are required to attend; however, the training is open to district-level administrators and police and probation departments.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Value philosophy of the School Safety Program• Support School Safety Program requirements• Recognize importance of Law-Related Education• Realize benefits of collaboration• Identify methods for officer integration• Understand mandatory reporting requirements <p><u>Scheduling Questions and Programmatic Contact:</u> Renae Rosales rrosale@ade.az.gov</p>

TECHNICAL ASSISTANCE: *Career and Technical*

Career/Technical Education

DES Fiscal Training

INTENT	DESCRIPTION	OUTCOMES
<p>Provide training in the area of fiscal management.</p> <p>Audience/Targeted Attendees: DES TAA administrative staff and counselors/case managers; ADE WDU TAA staff</p>	<p>Provide information and training to DES Trade Adjustment Assistance (TAA) staff regarding information, procedures and practices necessary for efficient accounting procedures and practices necessary for efficient accounting process in satisfying payments to contract.</p>	<p>Participants will :</p> <ul style="list-style-type: none">• Develop an efficient accounting process• Gain greater understanding of the process for fiscal management <p><u>Scheduling Questions and Programmatic Contact:</u> Jim Kooistra jim.kooistra@azed.gov</p>

Career and Technical Education

ETPL Workgroup

INTENT	DESCRIPTION	OUTCOMES
<p>Bring together the major users of the meetings bimonthly to resolve any issues with ArizonaHeat website; design new applications of the site; plan for future adaptations of site; wish-list for site---in a perfect world what would you want it to do for you and clients.</p> <p>Audience/Targeted Attendees: Training Providers listed on Arizona's Eligible Training Provider List (ETPL); staff of One-Stops, ADE Workforce Development, DES WIA Section.</p>	<p><i>ETPL Workgroup</i> meets as an advisory group to be sure we offer the best service possible to those using or viewing the ArizonaHEAT website.</p>	<p>Participants will :</p> <ul style="list-style-type: none">• Improve service to customers• Assure that ArizonaHeat remains an extremely user friendly application• Recognize best practices by colleagues and agencies <p><u>Scheduling Questions and Programmatic Contact:</u> Jim Kooistra jim.kooistra@azed.gov</p>

Adult Education

Adult Education Program Directors and GED Examiners Joint Institute

INTENT	DESCRIPTION	OUTCOMES
<p>To provide training on Federal and State regulations and policies governing adult education programs and GED Testing Centers.</p> <p>Audience/Targeted Attendees: Adult Education Program Directors, Instructional Coordinators, Chief GED and GED Examiners affiliated with State-sponsored programs and testing centers; State-level ADE staff; and other designees</p>	<p>The Joint Institute is a required annual conference to provide professional development, information, resources, and networking to assist Adult Education staff and GED Examiners to better serve their clients.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Identify important issues and initiatives in Arizona Adult Education • Analyze program and State-level data for program improvement purposes • Discuss best practices in adult education programs and GED Testing Centers for a variety of program functions • Create, critique and comment on state draft documents of various kinds • Create and share plans for professional learning activities • Understand, in increasing depth, the ways in which the programs they represent impact the larger community and vice versa • Improve skills in GED Test administration, security, and administrative regulations <p><u>Scheduling Questions and Programmatic Contact:</u> Beverly Wilson beverly.wilson@azed.gov</p>

Adult Education

Data Management System

INTENT	DESCRIPTION	OUTCOMES
<p>To provide training and use of the Adult Education Services (AES) data management system.</p> <p>Audience/Targeted Attendees: Program directors, program staff, instructors, AES staff</p>	<p>This is a one-day, hands-on training seminar for the access, navigation, use, and reporting of the AES data management system. This training has been structured to provide program staff the tools needed to meet the data management and reporting requirements for Federal and State agencies.</p>	<p>Participants will (based on security and data access):</p> <ul style="list-style-type: none">• Be able to add/change/delete data records• Be able to view and generate reports on programs, classes, students, and instructors• Be able to generate required Federal, State, and local reports, as well as needed ad hoc reports• Be able to train others within their organization to navigate and utilize the AES data management system <p><u>Scheduling Questions and Programmatic Contact:</u> James Roe james.roe@azade.gov</p>



TECHNICAL ASSISTANCE: *Adult Education*

Adult Education

Professional Learning Task Force

INTENT	DESCRIPTION	OUTCOMES
<p>To research and develop recommendations pertaining to the design of a professional development system for Adult educators and GED Examiners in Arizona.</p> <p>Audience/Targeted Attendees: Adult education program participants selected through an application process</p>	<p>The Professional Learning Task Force was created in the fall of 2004 and meets 6 times per year. Members participate in high-quality PD training through the Professional Development Leadership Academy (PDLA), conduct research, and provide recommendations to the Department pertaining to the design of a professional development system.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Identify research-based and evidence-based professional development systems from other states• Provide recommendations to the ADE on the recommended components of Arizona's Adult Education Professional Learning system• Assist in developing an Adult Education PD plan <p><u>Scheduling Questions and Programmatic Contact:</u> Beverly Wilson beverly.wilson@azed.gov</p>

Adult Education

Educational Technology Task Force

INTENT	DESCRIPTION	OUTCOMES
<p>To research and develop recommendations pertaining to the use of technology for instructional purposes.</p> <p>Audience/Targeted Attendees: Adult educators and stakeholders through an application process</p>	<p>The Educational Technology Task Force (ETTF) was formed in 2001 and meets 2-4 times per year. Members conduct research, collect and evaluate resources, and provide recommendations to the Department pertaining to the use of technology for educational purposes in Arizona's Adult Education classrooms.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Identify and evaluate educational technology resources for dissemination to Adult Education programs• Create recommendations for the Department in order to further educational technology integration• Develop an Adult Education Technology Plan• Assess and revise the Adult Education Technology Standards <p><u>Scheduling Questions and Programmatic Contact:</u> Sheryl Hart sheryl.hart@azed.gov</p>

TECHNICAL ASSISTANCE: *Adult Education*

Adult Education

Arizona GED Task Force

INTENT	DESCRIPTION	OUTCOMES
<p>To provide a professional learning community opportunity in which systems-change components are examined and then applied to the actual restructuring of a state-wide educational delivery system.</p> <p>Audience/Targeted Attendees: Arizona Adult Education administrators and instructors and Arizona GED Examiners</p>	<p>This professional learning community experience blends independent study, small group analysis, guest speakers presentations and facilitated work-groups sessions. This professional learning community meets quarterly in two-day working meetings in which systems-change theory is applied to the actual redesign effort of the state's Adult Secondary Education System. In this hands-on learning experience, practitioner-stakeholders affect systems change.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Redefine Arizona's Adult Secondary Education System to better meet customer needs• Provide recommendations to the ADE on the components and timeline required for this system restructuring• Provide recommendations to the ADE on the scope of work, timeline and resources needed to pilot the re-framed delivery system <p><u>Scheduling Questions and Programmatic Contact:</u> Sheryl Hart sheryl.hart@azde.gov</p>



TECHNICAL ASSISTANCE: *Health and Nutrition*

Health and Nutrition

Labor Management

INTENT	DESCRIPTION	OUTCOMES
<p>To assist Local Educational Agencies (LEAs) to keep costs in check in an ever-tightening labor market.</p> <p>Audience/Targeted Attendees: Food service directors and food service managers</p>	<p>Labor management is a complex issue in many food service operations. This class will provide information to assist directors in staff management to ensure the preparation/delivery of nutritious food choices for students.</p>	<p>Participants will:</p> <ul style="list-style-type: none">Implement a well-managed, cost-effective and nutritionally-sound school food service program <p><u>Scheduling Questions:</u> Teresa McCormack teresa.mccormack@azed.gov</p> <p><u>Programmatic Contact:</u> Patricia Johnson patricia.johnson@azed.gov</p>

Health and Nutrition

Nutrition Education for Child Care Centers and Day Care Homes

INTENT	DESCRIPTION	OUTCOMES
<p>To ensure proper nutrition in child care centers and homes.</p> <p>Audience/Targeted Attendees: Center directors, teachers and sponsoring organizations</p>	<p>This class will be offered to all Child and Adult Care Food Program (CACFP)-sponsoring organizations to provide general nutrition education and to provide tools that the organizations can take with them to implement into their programs.</p>	<p>Participants will:</p> <ul style="list-style-type: none">Implement learned nutrition information and resources into food service programs in child care centers and homes <p><u>Scheduling Questions:</u> Teresa McCormack teresa.mccormack@azed.gov</p> <p><u>Programmatic Contact:</u> Tracey Nissen tracey.nissen@azed.gov</p>

TECHNICAL ASSISTANCE: *Health and Nutrition*

Health and Nutrition

Introduction to Processing

INTENT	DESCRIPTION	OUTCOMES
<p>To assist Local Educational Agencies (LEAs) in the understanding the various steps in processing commodities in the school lunch program.</p> <p>Audience/Targeted Attendees: Food service directors and managers</p>	<p>To provide information on how to establish a basic step-by-step procedure on processing commodities through the use of tools provided by Food Distribution.</p>	<p>Participants will:</p> <ul style="list-style-type: none">Utilize commodities effectively/ correctly in school lunch programs. <p><u>Scheduling Questions:</u> Danielle Bowman danielle.bowman@azed.gov</p> <p><u>Programmatic Contact:</u> Leona Benally leona.benally@azed.gov</p>

Health and Nutrition

Business Track & A+ School Lunch

INTENT	DESCRIPTION	OUTCOMES
<p>To teach each participant how to meet State and Federal program requirements and regulations necessary to successfully operate the Child and Adult Care Food Program (CACFP) and/or the National School Lunch Program (NSLP).</p> <p>Audience/Targeted Attendees: Food service directors, food service managers, accountants and teachers. Note: This class is <u>required</u> for new sponsors who wish to participate in the program</p>	<p>This workshop defines: the goal of the programs, who can participate, eligibility requirements, the application process, record keeping requirements and the reimbursement process.</p> <p><u>Please bring a calculator to this class.</u></p>	<p>Participants will:</p> <ul style="list-style-type: none">Comply with program regulations, requirements and correctly follow the reimbursement process <p><u>Scheduling Questions:</u> Teresa McCormack teresa.mccormack@azed.gov</p> <p><u>NSLP Programmatic Contact:</u> Crystal Kalahar crystal.kalahar@azed.gov</p> <p><u>CACFP Programmatic Contact:</u> Tracey Nissen tracey.nissen@azed.gov</p>

TECHNICAL ASSISTANCE: *Health and Nutrition*

Health and Nutrition

CNP Annual Financial Report

INTENT	DESCRIPTION	OUTCOMES
<p>To teach each participant how to meet state and federal program requirements and regulations necessary for participation in the National School Lunch Program (NSLP).</p> <p>Audience/Targeted Attendees: Business managers, food service directors, accountants, financial and business techs and school administrators from non-public schools responsible for fiscal reporting</p>	<p>Provides hands-on computer training on accessing the CNP online application and creation and submission of the Food Service Annual Financial Report for non-public schools. The presentations will identify and explain common areas that present reporting challenges. Discussion, information exchange and participant networking will both broaden understanding of reporting requirements and provide solutions to participant real-life problems.</p> <p>Prerequisites: Basic computer knowledge of Microsoft Windows and Internet browser.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Access the online system• Create, revise and submit AFR report• Comply with USFR reporting requirements• Utilize information for improvement of the NSLP <p><u>Scheduling Questions:</u> Teresa McCormack teresa.mccormack@azed.gov</p> <p><u>Programmatic Contact:</u> Mila Makal mila.makal@azed.gov</p>

Health and Nutrition

Commodity Ordering Web-based Training

INTENT	DESCRIPTION	OUTCOMES
<p>To teach each participant how to order and manage commodities using the online system for Food Distribution.</p> <p>Audience/Targeted Attendees: Food service directors and food service managers</p> <p>Note 1: This class is REQUIRED for any school food service personnel responsible for ordering commodities. Note 2: (This class is not open to Food Service Management Company personnel.)</p>	<p>This three-hour training session will demonstrate how to manage USDA commodities using the Internet. Attendees will learn about allocations, how to refuse/order commodities, how to order directly from a commercial distributor and how to submit surveys.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Implement research-based best practices in managing commodities, allocations and placing orders online <p><u>Scheduling Questions:</u> Danielle Bowman danielle.bowman@azed.gov</p> <p><u>Programmatic Contact:</u> Dawn Irvine dawn.irvine@azed.gov</p>

TECHNICAL ASSISTANCE: *Health and Nutrition*

Health and Nutrition

Computer Track

INTENT	DESCRIPTION	OUTCOMES
<p>To teach each participant how to comply with state and federal program requirements and regulations necessary to successfully operate the Child and Adult Care Food Program (CACFP), the National School Lunch Program (NSLP) and the Summer Food Service Program (SFSP).</p> <p>Prerequisite: Business track training and basic computer knowledge of Microsoft Windows and Internet browser.</p> <p>Audience/Targeted Attendees: Food service directors, food service managers, accountants, teachers</p> <p>Note: This workshop is required for any food service personnel responsible for submitting monthly reimbursement claims.</p>	<p>The main focus of the training is to teach participants how to obtain access to the online system, how to navigate in CNP Web, how to submit online program applications and monthly reimbursement claims and how to obtain payment information.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Access the online system• Navigate in the CNP Web• Create, revise and submit program applications• Create, revise and submit reimbursement claims• Look up reimbursements• Estimate payment dates <p>Scheduling Questions: Teresa McCormack teresa.mccormack@azed.gov</p> <p>Programmatic Contact: Mila Makal mila.makal@azed.gov</p>

Health and Nutrition

Contracting with Food Service Management Companies (FSMC)

INTENT	DESCRIPTION	OUTCOMES
<p>To instruct participants in federal administrative and local procurement regulations for the purpose of using a Food Service Management Company (FSMC) in the successful operation of a school food service program.</p> <p>Audience/Targeted Attendees: Food service directors and/or managers, business managers, purchasing professionals and superintendents</p>	<p>The training will provide the schools the necessary tools and knowledge regarding the Federal administrative requirements and local procurement practices in the solicitation of a FSMC. Attendees/participants will learn how to evaluate their current food service operations and they will learn the nuts and bolts of the procurement procedures - from developing a Request for Proposal (RFP) to awarding a contract.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Comply with federal and local regulations in successfully operating a school food service program with an FSMC <p>Scheduling Questions: Danielle Bowman danielle.bowman@azed.gov</p> <p>Programmatic Contact: Brian Walsh brian.walsh@azed.gov</p>

TECHNICAL ASSISTANCE: *Health and Nutrition*

Health and Nutrition

Nutrition Track and A+ School Lunch

INTENT	DESCRIPTION	OUTCOMES
<p>To teach participants how to meet state and federal program requirements and regulations necessary to successfully operate the Child and Adult Care Food Program (CACFP) and/or the National School Lunch Program (NSLP).</p> <p>Audience/Targeted Attendees: Food service directors, food service managers, accountants, teachers, cooks, food service vendors</p> <p>Note: It is <u>required</u> for new sponsors who wish to participate in the program.</p>	<p>This workshop covers the basics of nutrition, safety and sanitation issues and food service program documentation. Food personnel will learn about meal pattern requirements and also learn how to create healthy menus. CACFP Food personnel will be introduced to the Creditable Foods Buying Guide and will learn how to complete production worksheets and food service cost reports.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Comply with program regulations/requirements• Produce healthy menus• Define creditable foods• Complete production worksheets• Maintain accurate food service cost reports <p><u>Scheduling Questions:</u> Teresa McCormack teresa.mccormack@azed.gov</p> <p><u>NSLP Programmatic Contact:</u> Crystal Kalahar crystal.kalahar@azed.gov</p> <p><u>Programmatic Contact:</u> Mila Makal mila.makal@azed.gov</p>

Health and Nutrition

Nutrition Education for Schools

INTENT	DESCRIPTION	OUTCOMES
<p>To explain various tools available for teaching nutrition education in schools.</p> <p>Audience/Targeted Attendees: Food service directors and teachers</p>	<p>The <i>United States Department of Agriculture</i> (USDA) has mandated that all schools have a wellness policy in place, with part of that policy including a nutrition education component. This class will show how to use the various resources available to meet this new requirement.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Implement nutrition education as an integral part of school policy/school environment• Comply with federal mandates <p><u>Scheduling Questions:</u> Teresa McCormack teresa.mccormack@azed.gov</p> <p><u>Programmatic Contact:</u> Patricia Johnson patricia.johnson@azed.gov</p>

TECHNICAL ASSISTANCE: *Health and Nutrition*

Health and Nutrition

Preparing For Your Administrative Review

INTENT	DESCRIPTION	OUTCOMES
<p>To teach each participant how to meet State and Federal program requirements and regulations necessary to successfully operate the Child and Adult Care Food Program (CACFP) and/or the National School Lunch Program (NSLP).</p> <p>Audience/Targeted Attendees: Food service directors, food service managers, accountants and teachers</p> <p>Prerequisites: Business and Nutrition Track Training</p>	<p>This class will identify the requirements for program compliance. You will conduct a mock administrative review and discuss common findings observed during a review.</p>	<p>Participants will:</p> <ul style="list-style-type: none">Comply with all program regulations and requirements and identify/fulfill program expectations <p><u>Scheduling Questions:</u> Teresa McCormack teresa.mccormack@azed.gov</p> <p><u>Programmatic Contact:</u> Mila Makal mila.makal@azed.gov</p>

Health and Nutrition

Provision 2 & 3 (Special Assistance)

INTENT	DESCRIPTION	OUTCOMES
<p>To learn the regulations applied to the Special Assistance program under the National School Lunch Program (NSLP).</p> <p>Audience/Targeted Attendees: Local Educational Agencies (LEAs) participating in <i>Provision 2 or 3</i>, food service directors, business managers and other administrative staff</p>	<p>This workshop is only for sponsors who are on <i>Provision 2 or 3</i> (commonly known as Special Assistance). Attendees will learn about claiming and counting procedures, updated state and federal regulations and controlling costs.</p>	<p>Participants will:</p> <ul style="list-style-type: none">Comply with all program regulations and requirements <p><u>Scheduling Questions:</u> Teresa McCormack teresa.mccormack@azed.gov</p> <p><u>Programmatic Contact:</u> Crystal Kalahar crystal.kalahar@azed.gov</p>

TECHNICAL ASSISTANCE: *Health and Nutrition*

Health and Nutrition

Serving it Safe

INTENT	DESCRIPTION	OUTCOMES
<p>To teach a food safety curriculum for and administer the Certified Food Safety Manager Exam.</p> <p>Audience/Targeted Attendees: Food service directors, food service managers and Local Educational Agency (LEA) employees in direct contact with food service</p>	<p>This is a nationally-recognized sanitation and safety course that is designed to help managers and employees keep their kitchens safe, clean and sanitary.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Pass the Certified Food Safety Manager Exam from Maricopa County Environmental Services <p>Scheduling Questions: Teresa McCormack teresa.mccormack@azed.gov</p> <p>Programmatic Contact: Cara Peczkowski cara.peczkowski@azed.gov</p>

Health and Nutrition

How Children Learn

INTENT	DESCRIPTION	OUTCOMES
<p>To understand the differences in how adults and children process information and learn new material.</p> <p>Audience/Targeted Attendees: Food service directors, food service managers and teachers</p>	<p>This class will provide information on the contrasting learning patterns and processes systems displayed by young learners and adults. Attendees will examine these different learning styles. This will assist them in effectively teaching children by applying effective strategies in their school nutrition environment.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Create the optimal learning environment to assist children in absorbing information <p>Scheduling Questions: Teresa McCormack teresa.mccormack@azed.gov</p> <p>Programmatic Contact: Mark Frantz Mark.frantz@azed.org</p>

TECHNICAL ASSISTANCE: *School Operations*

Operations

Arizona Association of School Business Officials (AASBO) Compliance Training

INTENT	DESCRIPTION	OUTCOMES
<p>To train LEAs to comply with the fiscal requirements of <i>No Child Left Behind</i> (NCLB) (Public Law 107-110) and the federal Office of Management and Budget (OMB) Circulars A-87/A-133 in addition to the fiscal reporting requirements of the Arizona Department of Education (ADE) NCLB monitoring guidelines.</p> <p>Audience/Targeted Attendees: District administrators, business managers, program directors and coordinators</p>	<p>The federal government is increasingly focused on accounting for use of federal grant funds. This training provides LEAs with the latest fiscal cost principles highlighted by the United State Department of Education (USDOE) Office of Inspector General and the White House Office of Management and Budget.</p> <p>ADE serves as the fiscal compliance monitoring agency for NCLB. This program will also prepare LEAs to meet current ADE monitoring guidelines.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Establish guidelines and procedures for NCLB spending and accounting• Use OMB circulars governing state administration of federal programs• Account for NCLB funds• Respond to state monitoring requests• Monitor spending of NCLB funds to ensure fiscal responsibility• Avoid costly audit findings <p>Programmatic Contact: Richard Valdivia richard.valdivia@azed.gov</p>

Operations

Charter School Training

INTENT	DESCRIPTION	OUTCOMES
<p>To provide training for Local Educational Agencies (LEAs) to ensure compliance with the fiscal requirements of NCLB per Public Law 107-110 and OMB Circulars A-87 and A-133.</p> <p>Audience/Targeted Attendees: District administrators, business managers, program coordinators and any staff responsible for NCLB compliance</p>	<p>This overview (for new or significantly expanded charter schools) will provide information on available resources, the allocation process and required reporting.</p> <p>Note: The training is sponsored by the State Board for Charter Schools.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Determine for funding eligibility• Apply for funding (if eligible)• Understand the Charter School Expansion Act• Understand and comply with NCLB reporting requirements <p>Programmatic Contact: Richard Valdivia richard.valdivia@azed.gov</p>

TECHNICAL ASSISTANCE: *Homeless Programs*

Special Populations- Policy & Articulation

Homeless Liaison Institute

INTENT	DESCRIPTION	OUTCOMES
<p>To provide information and technical assistance by networking with other liaisons and social service agency representatives.</p> <p>Audience/Targeted Attendees: LELs, district, school and charter administrators</p>	<p>This is a track within the <i>Arizona Coalition to End Homelessness</i> annual state conference. Sessions are geared towards the needs and interests of the Local Education Liaisons (LELs). Topics include legislative issues (McKinney-Vento, IDEA), social services (housing, assistance), social concerns (domestic violence, substance abuse) and academic success (tutoring, attendance). In addition, these sessions will provide networking opportunities.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Learn of/discuss issues (in addition to education) affecting the homeless population • Share strategies and successes with one another • Comply with updates to state and federal statutes impacting homeless education programs • Implement referral mechanisms to appropriate social service agencies for homeless children and family assistance • Develop/reinforce relationships with other LELs and social service agency representatives serving their geographic areas <p>Programmatic Contact: Frank Migali frank.migali@azed.gov</p>

Special Populations- Policy & Articulation

McKinney-Vento Homeless Education Orientation

INTENT	DESCRIPTION	OUTCOMES
<p>To provide information regarding requirements of Local Educational Agencies (LEAs) and Local Education Liaisons (LELs) under the <i>McKinney-Vento Homeless Education Act (2001)</i>.</p> <p>Audience/Targeted Attendees: LELs, district, school and charter administrators, counselors, social workers, teachers and enrollment personnel</p>	<p>This 2-hour training will provide an overview of the responsibilities of the Local Education Liaison (LEL) and the Local Educational Agencies (LEAs), according to Title X of <i>No Child Left Behind</i> (NCLB) and the <i>McKinney-Vento Act</i>. Topics addressed include definitions, eligibility, identification, enrollment, tracking/data collection, public notice, best interest, transportation, sub-grants and monitoring requirements.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Comply with state and federal statutes impacting a homeless education program • Comply with grant guidelines, timelines, and other funding requirements • Implement a successful homeless education program <p>Programmatic Contact: Frank Migali frank.migali@azed.gov</p>

TECHNICAL ASSISTANCE: *Migrant and Refugee Programs*

Special Populations- Policy & Articulation

Annual Migrant Education Program Coordinators Meeting

INTENT	DESCRIPTION	OUTCOMES
<p>To provide technical assistance on all components of the Migrant Education Program.</p> <p>Audience/Targeted Attendees: Local Educational Agency (LEA) Migrant Education Program coordinators</p>	<p>Information will include:</p> <ul style="list-style-type: none">* Needs Assessment* Grant Application/ Amendments* Priority for services* Summer School Programs* Weighted Allocation Formula* Allocations* Migrant Education Program student tracking* Statewide Special Programs	<p>Participants will:</p> <ul style="list-style-type: none">• Learn all regulations/requirements pertaining to and apply for Migrant Program funding• Implement and maintain their Migrant Education Program <p><u>Scheduling Questions:</u> Alicia Jordan alicia.jordan@azed.gov</p> <p><u>Programmatic Contact:</u> Marion Herrera marion.herrera@azed.gov</p>

Special Populations- Policy & Articulation

Migrant Certificate of Eligibility and Identification & Recruitment Training

INTENT	DESCRIPTION	OUTCOMES
<p>To provide detailed training on activities related to the Migrant Program Certificate of Eligibility (COE) document and the identification and recruitment processes.</p> <p>Audience/Targeted Attendees: Migrant home liaisons, migrant clerks and migrant recruiters</p>	<p>A one-day workshop that covers the “nuts and bolts” of the Migrant Education Program. The format of instruction includes several case-studies.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Learn about the Migrant Certificate of Eligibility• Apply the newest techniques for identification and recruitment of Migrant students <p><u>Scheduling Questions:</u> Alicia Jordan alicia.jordan@azed.gov</p> <p><u>Programmatic Contact:</u> Marion Herrera marion.herrera@azed.gov</p>

TECHNICAL ASSISTANCE: *Migrant and Refugee Programs*

Special Populations- Policy & Articulation

Migrant Education Program (MEP) Annual Migrant Staff Meeting

INTENT	DESCRIPTION	OUTCOMES
<p>To provide Migrant Education Program requirements and legal responsibilities under the Migrant Education Program to Migrant Education Coordinators and all Migrant Education Program staff.</p> <p>Audience/Targeted Attendees: All migrant education program staff. Note: This session is <u>mandatory</u> for migrant coordinators, home liaisons and clerks</p>	<p>This session will include:</p> <ul style="list-style-type: none"> * A detailed explanation of the Migrant Education Program requirements including: Identification/recruitment * Certificate of Eligibility (COE) * Annual calendar of events * Proper maintenance of staff time logs and * The four required <i>District Migrant Parent Advisory Council</i> meetings 	<p>Participants will:</p> <ul style="list-style-type: none"> • Comply with timelines and process requirements of the Migrant Education Program • Accurately account for staff time dedicated to the Migrant Program, as reflected on the approved annual application, for which funding was approved • Implement the four required parent meetings <p>Scheduling Questions: Alicia Jordan alicia.jordan@azed.gov</p> <p>Programmatic Contact: Marion Herrera marion.herrera@azed.gov</p>

Special Populations- Policy & Articulation

State Migrant Parent Advisory Council (SMPAC)

INTENT	DESCRIPTION	OUTCOMES
<p>To provide Migrant Education Program information and legal responsibilities under the Migrant Education Program to Migrant Parents and staff.</p> <p>Audience/Targeted Attendees: Migrant local educational agencies (LEAs) are divided into two groups. Each group is part of SMPAC on a yearly basis. Each LEA sends at least one parent and the home liaison to each of the four meetings.</p>	<p>The first meeting will cover:</p> <ul style="list-style-type: none"> * Eligibility * The weighted funding formula and allocation * Parents' role in the Migrant education program * Other meetings will cover knowledge of additional programs included in the Migrant Education Program * Portable Assisted Study Sequence (PASS) * Family Literacy * Preschool and others 	<p>Participants will:</p> <ul style="list-style-type: none"> • Comply with all regulatory/non-regulatory phases of the Arizona Migrant Education Program • Implement parent participation in their local program <p>Scheduling Questions: Alicia Jordan alicia.jordan@azed.gov</p> <p>Programmatic Contact: Marion Herrera marion.herrera@azed.gov</p>

TECHNICAL ASSISTANCE: *Migrant and Refugee Programs*

Special Populations- Policy & Articulation

Annual Refugee Coordinators Meeting

INTENT	DESCRIPTION	OUTCOMES
<p>To provide professional development and networking opportunities.</p> <p>Audience/Targeted Attendees: Refugee Education program coordinators and any other interested parties</p>	<p>An annual meeting to discuss changes for the new grant year. This meeting will also provide information on refugee arrivals, grant amounts, data collection, and monitoring of the program.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Comply with new grant budget period timelines• Comply with state/federal statutes pertaining to the refugee education program• Comply with the monitoring process for the refugee school impact grant <p><u>Scheduling Questions and Programmatic Contact:</u> Frank Migali frank.migali@azed.gov</p>

Special Populations- Policy & Articulation

Arizona Refugee Resettlement Annual Meeting/ Conference

INTENT	DESCRIPTION	OUTCOMES
<p>To provide tools for success at local educational agencies for quality programs.</p> <p>Audience/Targeted Attendees: Refugee Education Program coordinators, teachers, principals, and Social Service Agency representatives</p>	<p>An annual meeting on refugee resettlement. Contains a special education track to provide several opportunities for educators to become more aware of refugees and their uniqueness.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Share knowledge about implementing refugee programs in Arizona's schools• Discuss critical issues facing refugees today• Discuss new programs being implemented in Arizona's schools <p><u>Programmatic Contact:</u> Frank Migali frank.migali@azed.gov</p>

TECHNICAL ASSISTANCE: *Migrant and Refugee Programs*

Special Populations- Policy & Articulation

Quarterly Refugee Education/Social Service Agency Meetings

INTENT	DESCRIPTION	OUTCOMES
<p>To network and create liaisons between Local Educational Agencies and Social Service Agencies.</p> <p>Audience/Targeted Attendees: Refugee Education Program Coordinators, teachers, principals, and Social Service Agency representatives</p>	<p>A quarterly gathering of school/social service agency personnel to network and provide feedback to one another. This is also an opportunity to network with State Refugee Resettlement workers.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Develop/reinforce partnerships with school districts and social service agencies• Provide input to the Arizona Department of Education (ADE) on programs currently being provided to refugee students• Learn about/discuss various refugee-related topics <p><u>Scheduling Questions:</u> International Rescue Committee Cara Winters caraw@their.org</p> <p><u>Programmatic Contact:</u> Frank Migali frank.migali@azed.gov</p>

TECHNICAL ASSISTANCE: *No Child Left Behind (NCLB)*

Title I – NCLB

No Child Left Behind (NCLB) Consolidated Fiscal Application Training

INTENT	DESCRIPTION	OUTCOMES
<p>To update applicants on the procedures for submitting an NCLB Consolidated Programs Application for the current fiscal year.</p> <p>Audience/Targeted Attendees: NCLB coordinators, Title I coordinators, Title I school staff and business managers.</p>	<p>Information presented will include:</p> <ul style="list-style-type: none"> * The basic requirements for accessing the on-line application through the Grants System * How to submit an approvable application * The data elements needed to accompany the application * Program rules and allowable expenses will also be covered 	<p>Information presented will include:</p> <ul style="list-style-type: none"> • The basic requirements for accessing the on-line application through the Grants System • How to submit an approvable application • The data elements needed to accompany the application • Program rules and allowable expenses will also be covered <p>Scheduling Questions: Christopher Dickinson christopher.dickinson@azed.gov</p>

Title I – NCLB

No Child Left Behind (NCLB) Consolidated Plan Training

INTENT	DESCRIPTION	OUTCOMES
<p>To provide assistance with the development of the <i>No Child Left Behind</i> (NCLB) Final Consolidated Plan required for federal funding.</p> <p>Audience/Targeted Attendees: Superintendents, NCLB program coordinators and Local Educational Agency (LEA) representatives</p>	<p>Information on the components of a Final Consolidated Plan will be presented. Presenters will share how to submit the on-line plan and utilize the rubric provided to evaluate the plans.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Review their data based on the five goals, • Use the data to select programs that will meet the needs of the students and teachers, • Facilitate the planning committee at the local educational agency (LEA), • Submit an approval plan through the on-line system and • Oversee the implementation and evaluation of the plan. <p>Scheduling Questions: Christopher Dickinson christopher.dickinson@azed.gov</p> <p>Programmatic Contact: Sheralyn Barclay sheralyn.barclay@azed.gov</p>

TECHNICAL ASSISTANCE: *No Child Left Behind (NCLB)*

Title I – NCLB

No Child Left Behind (NCLB) Six-Year Cycle Monitoring

INTENT	DESCRIPTION	OUTCOMES
<p>To outline the <i>No Child Left Behind</i> (NCLB) Six-Year Cycle Monitoring process and explain annual requirements.</p> <p>Audience/Targeted Attendees: NCLB coordinators, Title I coordinators and Title I school staff</p>	<p>All recipients of NCLB funds are subject to program monitoring. The Academic Achievement Division has organized the requirements across a six-year cycle. This workshop will outline the different responsibilities every LEA must comply with annually in the submission of <u>evidence of compliance</u> with NCLB Consolidated Program requirements.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Prepare and submit the appropriate evidence for each year of the NCLB Six-Year Cycle Monitoring • Utilize the self-evaluative information to improve their Title I program(s) in the NCLB Six-Year Cycle Monitoring <p><u>Scheduling Questions:</u> Tee Lambert tee.lambert@azed.gov</p>

Title I – NCLB

Private School Services

INTENT	DESCRIPTION	OUTCOMES
<p>To provide information regarding the <i>No Child Left Behind</i> (NCLB) requirements for providing services to private school students, teachers and parents.</p> <p>Audience/Targeted Attendees: NCLB coordinators, Title I coordinators, Title I school staff, Private school administrators</p>	<p>All districts with private schools located within their geographical boundaries and/or with resident students who attend private schools outside the Local Educational Agency's (LEA's) geographical boundaries are responsible for complying with NCLB requirements regarding <u>services to private school students, teachers and parents</u>. The responsibilities of the district and private school administrators, the fiscal requirements, and the funding formulas will be presented at the workshop.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Understand the separate roles and responsibilities of the district and the private school administrators • Learn the required topics for discussion in a timely and meaningful consultation • Utilize funding formulas to determine equitable services <p><u>Scheduling Questions and Programmatic Contact:</u> Gary Fortney Gary.fortney@azed.gov</p>

Title I – NCLB

Supplemental Education Services (SES)

INTENT	DESCRIPTION	OUTCOMES
<p>To provide information regarding the <i>No Child Left Behind</i> (NCLB) requirements for providing supplemental education services (SES) to students at schools identified in Year 2 of restructuring in school improvement.</p> <p>Audience/Targeted Attendees: NCLB coordinators, Title I coordinators and Title I school principals</p>	<p>All districts with schools identified in Year 2 of restructuring in school improvement are responsible for ensuring that parents are notified of free SES tutoring. This workshop will assist the Local Educational Agency (LEA) and school personnel to meet the NCLB requirements to ensure that services are offered to all eligible students. This workshop is provided in conjunction with School Improvement Process Workshops.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Understand the separate SES roles and responsibilities of the LEA and the private SES providers• Apply all of the legal requirements in the law regarding SES• Establish a successful partnership with parents and providers in order to deliver quality services <p><u>Scheduling Questions and Programmatic Contact:</u> Madeline Coccagna madeline.coccagna@azed.gov</p>

TECHNICAL ASSISTANCE: *No Child Left Behind (NCLB)/*
AZLEARNS

Research and Evaluation

AZLEARNS (Profiles)/ NCLB (AYP)
Accountability Workshop

INTENT	DESCRIPTION	OUTCOMES
<p>To clarify the state and federal accountability systems for attendees.</p> <p>Audience/Targeted Attendees: District superintendents, charter business managers, principals, charter administrators, and all accountability staff</p>	<p>The ADE has created an informative workshop designed to provide superintendents, principals, and staff detailed information about AZLEARNS and NCLB accountability requirements and to demystify the state and federal accountability systems.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Receive updates on changes to AZ-LEARNs and NCLB formulas• Learn how to calculate an AZ-LEARNs achievement profile• Determine if the school made AYP• Receive tips and precautions to help interpret the accountability systems and how to write appeals and correct data <p><u>Scheduling Questions and Programmatic Contact:</u> Aleks Kadijevic Achieve@azed.gov</p>

State Tutoring Program

Title I – NCLB

INTENT	DESCRIPTION	OUTCOMES
<p>To provide information for participation in the State Tutoring Program.</p> <p>Audience/Targeted Attendees: High school district representatives, high school principals, under-performing school staff and failing school staff</p>	<p>Participants will learn about the components of the tutoring program (eligibility, parental role, the certificate/contract agreement, refunding funds, payment options, and the online reporting system), and steps for participation, based on A.R.S.15-241 (Q) and the recommendations of the Arizona State Board of Education.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Identify components of a tutoring program that encompasses the requirements set by law and the State Board of Education• Use the on-line reporting system independently <p><u>Scheduling Questions and Programmatic Contact:</u> Debbie Francis debbie.francis@azed.gov</p>

“All men by nature desire knowledge.”
Aristotle

TECHNICAL ASSISTANCE: *Certification*

Highly Qualified Professionals

National Board Candidate Leadership Conference

INTENT	DESCRIPTION	OUTCOMES
<p>To provide targeted professional development to teachers going through the National Board Certification process.</p> <p>Audience/Targeted Attendees: Teachers pursuing National Board Certification</p>	<p>This two-day workshop with <i>National Board Certified Teachers</i> (NBCT) offers knowledge and support for participants' targeted certificate area in the National Board process. This conference is in partnership with the regional universities, the Arizona Education Association, State Farm Insurance Company and the Arizona K-12 Center.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Incorporate new information into current practices • Critique their entries and other candidate's entries in the National Board process • Execute Core Proposition 5; "Teachers are members of learning communities." <p>Registration Questions: Marilyn Gooden marilyn.gooden@azed.gov</p>

Certification

Alternative Secondary Path to Certification

INTENT	DESCRIPTION	OUTCOMES
<p>To support school districts in reducing their number of emergency certified secondary teachers and increasing their number of "highly qualified," certified secondary teachers by providing information and materials about this on-the-job teacher preparation process and by helping them form partnerships with institutions of higher education.</p> <p>To inform potential candidates of this on-the-job teacher preparation process.</p> <p>Audience/Targeted Attendees: District and building-level administrators, deans and assistant deans of institutions of higher education and college graduates interested in alternative paths to certification</p>	<p>Information sessions and one-on-one consultation can be scheduled upon request. Consultation for both school districts and institutions of higher education includes help in completing the <i>Alternative Secondary Path to Certification</i> applications and in drafting "memorandum(s) of understanding."</p> <p>School districts may request consultation on recruiting "mid-career-changers" to the teaching profession.</p> <p>Additional Information regarding Alternative Paths to Certification may be accessed at: http://www.ade.az.gov/asd/altpath/</p>	<p><u>School district</u> participants will:</p> <ul style="list-style-type: none"> • Learn how the Alternative Secondary Path process addresses the need to place "highly qualified" teachers in their secondary schools • Identify potential higher education partners • Learn of assistance programs through the Arizona Department of Education (ADE) for recruiting mid-career changers to the teaching profession • Decide whether to engage in this program <p><u>Potential teacher candidate</u> participants will:</p> <ul style="list-style-type: none"> • Identify school districts that participate in the Alternative Secondary Path • Learn what career investment this program can offer them • Select district-specific information <p>Scheduling and Programmatic Questions: Rosemary Gaona Rosemary.gaona@azed.gov</p>

TECHNICAL ASSISTANCE: *Certification*

Certification

Arizona Educator Proficiency Assessment (AEPA)

INTENT	DESCRIPTION	OUTCOMES
<p>To provide guidance to teachers (and to those who support teachers) in successfully completing the Performance Assessment required for converting Provisional Certificates to Standard Certificates.</p> <p>Audience/Targeted Attendees: School district officials, human resource personnel, teachers, higher education representatives and education instructors</p>	<p>Information about the timelines, expectations, requirements, and components of the ATPA is presented via workshop and consultation.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Discuss ways in which to help facilitate the assessment process• Identify the requirements of the assessment <p><u>Programmatic Contact:</u> Lisa Kelley, NBCT lisa.kelley@azed.gov</p>

Certification

Career Ladder Director Seminar

INTENT	DESCRIPTION	OUTCOMES
<p>To support the effective work of directors/coordinators of Career Ladder programs.</p> <p>Audience/Targeted Attendees: Career Ladder Directors/Coordinators and school district office personnel</p>	<p>An informative briefing on updates in the Career Ladder Program, including the application process, and on analyses of factors affecting program success.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Identify factors influencing the successes of career ladder programs• Apply knowledge and skills with regard to the program and the application process <p><u>Scheduling and Programmatic Contact:</u> Lisa Kelley, NBCT lisa.kelley@azed.gov</p>

TECHNICAL ASSISTANCE: *Certification*

Certification

Certification Displays at Education Events

INTENT	DESCRIPTION	OUTCOMES
<p>To provide timely and convenient information and service to applicants seeking teaching jobs.</p> <p>Audience/Targeted Attendees: Education job seekers and attendees at Arizona Department of Education (ADE)-sponsored conferences</p>	<p>Information booths, displays, and ADE certification personnel offer one-stop certification information and services to participants in job fairs and attendance at ADE conferences.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Choose the certification information that meets their needs• Update their certification records, if so desired• Commence their initial certification process, if so desired <p><u>Scheduling Questions:</u> Pat Lane pat.lane@azed.gov</p> <p><u>Programmatic Contact:</u> Janet Pentek jan.pentek@azed.gov</p>

Certification

Certification Information Sessions

INTENT	DESCRIPTION	OUTCOMES
<p>To provide current, accurate certification information to educators who must disseminate it to others.</p> <p>Audience/Targeted Attendees: School district administrators, personnel/human resources, university personnel/advisors, staff and education committees</p>	<p>Presentations are scheduled and tailored to the audience. They include such topics as these:</p> <ul style="list-style-type: none">* Updates on certification rule revisions* Certification rules and terms* Specific certification rules* Special Education* Career and Technical Education* Certification procedures	<p>Participants will:</p> <ul style="list-style-type: none">• Share information from presentation with other educators• Discuss sources of materials used in presentation that can be reproduced or accessed by others• Identify sources of additional information <p><u>Scheduling Question:</u> Pat Lane pat.lane@azed.gov</p> <p><u>Programmatic Contact:</u> Janet Pentek jan.pentek@azed.gov</p>

TECHNICAL ASSISTANCE: *Certification*

Certification

College/University On-site Certification Services

INTENT	DESCRIPTION	OUTCOMES
<p>To provide documentation that supports new graduates in securing educator certificates.</p> <p>Audience/Targeted Attendees: College/university education graduates of State Board approved preparation programs</p>	<p>Arizona Department of Education (ADE) certification staff provides on-site, same-day certification services to process Institutional Recommendations for their students.</p> <p>Information about initial certification can be accessed at: http://www.ade.az.gov/certification/generalinfo.pdf</p> <p>Day/Date: Upon request from Arizona State Board of Education-approved teacher preparation programs.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> Receive their teaching certificate that same day <p>Scheduling Questions: Pat Lane pat.lane@azed.gov</p> <p>Programmatic Contact: Janet Pentek jan.pentek@azed.gov</p>

Certification

“Highly Qualified” Guidance

INTENT	DESCRIPTION	OUTCOMES
<p>To support district-level and building-level administrators in fulfilling <i>No Child Left Behind</i> (NCLB) requirements for “highly qualified” teachers and paraprofessionals</p> <p>Audience/Targeted Attendees: Superintendents, principals, human resources directors, special education directors and department chairpersons</p>	<p>Current guidance on NCLB requirements for “highly qualified” teachers and paraprofessionals will be provided via presentation and questions and answers.</p> <p>Follow-up onsite visits with faculty may be scheduled by building principals.</p> <p>“Highly qualified” information and forms may be accessed at: http://www.ade.az.gov/asd/hqp/</p>	<p>Participants will:</p> <ul style="list-style-type: none"> Identify the difference(s) between state certification requirements and federal “highly qualified” requirements Identify the requirements for highly qualified teachers in core academic areas Identify the requirements for highly qualified paraprofessionals in Title I schools Complete the Highly Qualified Teacher Attestation, the <i>High Objective Uniform State Standard of Evaluation</i> (HOUSSE) rubric(s) and Principal Verification Form <p>Scheduling Questions: Marilyn Gooden marilyn.gooden@azed.gov</p> <p>Programmatic Contact: Vickie Walters vickie.walters@azed.gov</p>

TECHNICAL ASSISTANCE: *Certification*

Certification

Highly Qualified Teacher Attestation and the High Objective Uniform State Standard of Evaluation (HOUSSE) Completion

INTENT	DESCRIPTION	OUTCOMES
<p>To support teachers in completing the Highly Qualified Teacher Attestation and the HOUSSE rubrics.</p> <p>Audience/Targeted Attendees: Teachers, building-level administrators and human resource personnel</p>	<p>This session will provide information on the completion procedures/requirements of the Highly Qualified Teacher Attestation and HOUSSE rubrics.</p> <p>Follow-up onsite visits may be scheduled by building administrators.</p> <p>"Highly qualified" information and forms may be accessed at: http://www.ade.az.gov/asd/hqp/</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Complete the Highly Qualified Teacher Attestation and HOUSSE rubrics (if applicable)• Demonstrate how they can instruct others on completing the form or guide them to helpful information <p>Scheduling Questions: Marilyn Gooden marilyn.gooden@azed.gov</p> <p>Programmatic Contact: Vickie Walters vickie.walters@azed.gov</p>

Certification

National Board Candidate Subsidy Program

INTENT	DESCRIPTION	OUTCOMES
<p>To convey information about federal financial support for National Board Candidates</p> <p>Audience/Targeted Attendees: Teachers who are eligible to become National Board Certification Candidates: Three years teaching experience, hold a Bachelor's Degree and hold a valid teaching certificate</p>	<p>Information is offered on the partial financial support; up to one-half of the <i>National Board for Professional Teaching Standards</i> (NBPTS) fee is available through the Candidate Subsidy Program. This program (made possible through annual appropriations by the United States Congress) provides funds to a limited number of candidates in each state to help offset the assessment fee. Subsidies will be awarded to candidates in high need areas first, and preference will be given to those who have completed a pre-candidacy course.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Apply for fee subsidies and Identify available support <p>Programmatic Contact: Lisa Kelley, NBCT lisa.kelley@azed.gov</p>

TECHNICAL ASSISTANCE: *Certification*

Certification

National Board Certification Workshop

INTENT	DESCRIPTION	OUTCOMES
<p>To promote the benefits of the National Board Certification process.</p> <p>Audience/Targeted Attendees: Teachers, parents, administrators, school board members, and members of the community at large</p>	<p>Information about the process, the benefits and the rewards of National Board Certification. These scheduled sessions are designed for targeted audiences.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Learn the requirements for earning National Board Certification• Discover the benefits of having a National Board Certified Teacher in their school and district• Discover the benefits of having a National Board Certified Teacher on staff <p><u>Scheduling Questions:</u> Marilyn Gooden 602-364-1842 marilyn.gooden@azed.gov</p> <p><u>Programmatic Contact:</u> Lisa Kelley, NBCT 602-364-2191 lisa.kelley@azed.gov vickie.walters@azed.gov</p>

Certification

Pay For Performance Programs

INTENT	DESCRIPTION	OUTCOMES
<p>To provide guidance to schools about pay for performance programs.</p> <p>Audience/Targeted Attendees: School district officials and human resource personnel</p>	<p>Information is provided via consultation, reports, and presentations on pay for performance programs including:</p> <ul style="list-style-type: none">* Career Ladder* Optional Performance Incentive Program (OPIP)* The classroom site fund (301 monies)	<p>Participants will:</p> <ul style="list-style-type: none">• Apply knowledge and skills learned to inform appropriate oversight or evaluation committees about:<ul style="list-style-type: none">• Requirements for and• The latest developments in pay for performance plans <p><u>Scheduling Questions:</u> Marilyn Gooden marilyn.gooden@azed.gov</p> <p><u>Programmatic Contact:</u> Lisa Kelley, NBCT lisa.kelley@azed.gov</p>

TECHNICAL ASSISTANCE: *Certification*

Certification

Professional Preparation Program Approval

INTENT	DESCRIPTION	OUTCOMES
<p>To support institutions of higher education seeking Arizona State Board of Education approval for their professional preparation programs.</p> <p>Audience/Targeted Attendees: Deans and Associate Deans of institutions of higher education</p>	<p>Information and assistance will be provided for completion of the three-step Professional Preparation Program Approval Process.</p> <p>Arizona State Board of Education Rule R7-2-604 governing Professional Preparation Programs may be accessed at http://www.azsos.gov/public_services/Title_07/7-02.htm#Article_6</p>	<p>Participants will:</p> <ul style="list-style-type: none">Successfully complete the Professional Preparation Approval Process <p>Programmatic Contact: Patty Hardy patty.hardy@azed.gov</p>

Certification

School District On-Site Certification Services

INTENT	DESCRIPTION	OUTCOMES
<p>To support educators in maintaining current and accurate certification.</p> <p>Audience/Targeted Attendees: Teachers, administrators, guidance counselors and school psychologists</p>	<p>Arizona Department of Education (ADE) certification staff provides on-site, same-day certification services such as renewals and conversions of certificates, name changes and duplicate certificates.</p> <p>Forms can also be accessed at http://www.ade.az.gov/certification/certforms.asp</p>	<p>Participants will:</p> <ul style="list-style-type: none">Receive their updated certificate the same day <p>Scheduling Questions: Pat Lane pat.lane@azed.gov</p> <p>Programmatic Contact: Jan Pentek jan.pentek@azed.gov</p>

TECHNICAL ASSISTANCE: *Certification*

Troops-To-Teachers

Troops-To-Teachers Assistance

INTENT	DESCRIPTION	OUTCOMES
<p>Serve as a resource on teacher preparation, certification, and employment to <i>Troops-to-Teachers</i> participants; both those preparing to become teachers and those who teach in Arizona.</p> <p>Audience/Targeted Attendees: Individuals who have joined the <i>Troops-to-Teachers</i> program and/or potential candidates</p>	<p>This has been designed to provide comprehensive information from the Arizona Department of Education (ADE) for <i>Troops-to-Teachers</i> enrollees to receive one-on-one advice/counseling on:</p> <ul style="list-style-type: none"> * Certification requirements, Employment opportunities, Teaching salaries, * Teaching conditions and Professional development. <p>Communication with and among these individuals is enhanced by a toll-free number, web page, electronic newsletter, and email.</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Make informed decisions about seeking employment in Arizona • Identify sites, including military installations, where AEPA testing for Arizona certification is conducted • Decide if networking with Arizona's 550+ Troop Teachers fulfills their needs • Decide if mentoring fulfills their needs and • Request any additional information and assistance <p>Scheduling Questions: Josie Luna josie.luna@azed.gov</p> <p>Programmatic Contact: John Scheuer john.scheuer@azed.gov</p>

Troops-To-Teachers

Troops-To-Teachers Employment

INTENT	DESCRIPTION	OUTCOMES
<p>To support school districts in hiring "highly qualified" teachers through the recruitment of <i>Troops-to-Teachers</i> candidates.</p> <p>Audience/Targeted Attendees: School district hiring personnel, school principals/assistant principals</p>	<p>Information and materials about employing <i>Troops-to-Teachers</i> job candidates who meet <i>No Child Left Behind</i> (NCLB)'s "highly qualified" requirements are offered through briefing sessions and one-on-one consulting with school districts and school leaders.</p> <p>A variety of information about the program can be accessed at http://www.azed.gov/troops2teachers</p>	<p>Participants will:</p> <ul style="list-style-type: none"> • Identify Troop Teachers job candidates • Discuss how to match job needs with Troop Teachers candidates • Decide whether to participate in the Troops-To-Teachers Internet Job Referral system <p>Programmatic Contact: John Scheuer john.scheuer@azed.gov</p>

TECHNICAL ASSISTANCE: *Certification*

Troops-To-Teachers

Troops-To-Teachers Recruitment

INTENT	DESCRIPTION	OUTCOMES
<p>Active recruitment for qualifying military personnel to pursue teaching as a second career.</p> <p>Audience/Targeted Attendees: Military retirees, vets separated since 1990, national guardsmen and reservists.</p>	<p>Information about teaching as a second career, which includes:</p> <ul style="list-style-type: none">* Pathways to certification* Certification requirements* Education program providers* How to take advantage of the \$10,000 financial assistance available through Troops-To-Teachers <p>Information is provided through advertisements, TAP briefings, job fairs, and this Web link http://www.ade.az.gov/troops2teachers</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Identify requirements and resources for pursuing teaching as a second career• Identify how to secure additional information <p><u>Scheduling Questions:</u> Josie Luna josie.luna@azed.gov</p> <p><u>Programmatic Contact:</u> John Scheuer john.scheuer@azed.gov</p>

TECHNICAL ASSISTANCE: *English Language Learners*

English Acquisition Services

Arizona English Language Learner Assessment (AZELLA) Training

INTENT	DESCRIPTION	OUTCOMES
<p>To provide information, materials and resources to help attendees to effectively assess the English language proficiency of English Language Learner (ELL) students.</p> <p>Audience/Targeted Attendees: Local Educational Agency (LEA) ELL Coordinators, charter holders/charter administrators, testing personnel and other</p>	<p>This is a free one-day “train-the-trainer” instruction seminar for the Arizona English Language Learner Assessment (AZELLA). This English language proficiency assessment training has been structured to provide Local Educational Agency (LEA) staff with the information and resources needed to comply with the state-mandated single assessment of students for the determination of English Language Learner (ELL) program eligibility.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Train LEA staff in the district/school-wide administration of the AZELLA for <i>Primary Home Language Other Than English (PHLOTE)</i> students• Train district and school staff in the district/school-wide effective scoring of the AZELLA sub-tests• Train district and school staff in data input controls to ensure correct assessment submission into the <i>Student Accountability Information System (SAIS)</i>• Train district and school staff in AZELLA program management <p><u>Scheduling Questions:</u> Pat Scott pat.scott@azed.gov</p> <p><u>Programmatic Contact:</u> Gerry Haskins gerry.haskins@azed.gov</p>

“Language is the archives of history.”
Ralph Waldo Emerson

TECHNICAL ASSISTANCE: *English Language Learners*

English Acquisition Services

Arizona K-12 Center (AzK-12) “Train-the-Trainer” Structured English Immersion (SEI) Endorsement Training

INTENT	DESCRIPTION	OUTCOMES
<p>To provide Structured English Immersion (SEI) “train-the-trainer” instruction to Local Educational Agencies (LEAs) who will replicate such training for their staff members required to obtain the SEI Endorsement.</p> <p>Audience/Targeted Attendees: Districts or charter school teams needing the “train-the-trainer” model for the SEI endorsement and individuals designated to be an LEA’s trainer</p>	<p>This is a 45-clock hour” train-the-trainer” model:</p> <ul style="list-style-type: none">* Training is provided through face-to-face interaction, mentorship and the online environment of the <i>Arizona K-12 Center</i> (AZ K-12) and is based on the Arizona State Board of Education-approved 45-Hour Curricular Framework* Training will provide individuals with the training, resources and materials necessary to meet the requirements set forth in State Board of Education Rule R7-2-613, and* Training will provide the necessary information in order for the team to return to the district and provide the training so individuals will qualify for the SEI endorsement	<p>Participants will:</p> <ul style="list-style-type: none">• Understand the SEI Curricular framework and all of the objectives that must be delivered in order to meet the requirements of the SEI endorsement• Meet the requirements for the 45-clock hour “train-the-trainer” model and• Provide the SEI endorsement training to individuals within the school and/or district in order to assist students attain academic excellence <p><u>Scheduling Questions and Programmatic Contacts:</u> Melissa Castillo Melissa.Castillo@nau.edu http://azk12.nau.edu</p>

English Acquisition Services

Arizona School Services through Educational Technology (ASSET) Online Structured English Immersion (SEI) Training

INTENT	DESCRIPTION	OUTCOMES
<p>To provide training to individuals needing to obtain the required SEI endorsement.</p> <p>Audience/Targeted Attendees: Individuals needing the SEI endorsement</p>	<p>This 45-clock hour Arizona State Board of Education-approved training is provided through the online environment of <i>Arizona School Services through Educational Technology</i> (ASSET) and is based on the 45-Hour Curricular Framework. It will provide individuals with the training, resources and materials necessary to meet the requirements set forth in State Board of Education Rule R7-2-613, and obtain the SEI endorsement.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Meet the requirements for the 45-clock hour training. (In conjunction with the Provisional SEI endorsement, the individual will qualify for the full SEI endorsement) and• Apply the objectives from the SEI endorsement training in order to assist students attain academic excellence <p><u>Scheduling Questions and Programmatic Contacts:</u> Deborah Lorenzen debra.lorenzen@asu.edu</p>

TECHNICAL ASSISTANCE: *English Language Learners*

English Acquisition Services

Practitioners of English Language Learners (PELL) Monthly Meetings

INTENT	DESCRIPTION	OUTCOMES
<p>To provide information, materials and resources to help attendees to effectively identify, assess, monitor and provide focused language proficiency instruction for English Language Learner (ELL) students. To provide support for K-12 ELL programs and educators.</p> <p>Audience/Targeted Attendees: District ELL Coordinators, Testing personnel, district personnel, principals and teachers</p>	<p>This is a monthly interchange among:</p> <ul style="list-style-type: none">* Arizona Department of Education (ADE) staff in English Acquisition Services (EAS)* Local Educational Agency (LEA) ELL Directors, school principals, and teachers* Guest speakers focusing on their area of K-12 ELL expertise <p>Along with providing ELL networking, these informational meetings cover topics as diverse as:</p> <ul style="list-style-type: none">* Assessment/Data* Annual Measurable Achievement Objectives (AMAOs)* Guidance on state and federal regulations/reporting* ADE School Finance information/ requirements, and more	<p>Participants will:</p> <ul style="list-style-type: none">• Comply with state and federal requirements• Input correct ELL data into the <i>Student Accountability Information System (SAIS)</i>• Comply with ADE School Finance requirements/deadlines• Use data to guide instruction• Network with fellow ELL education professionals <p><u>Scheduling Questions and Programmatic Contacts:</u> Micky Gutier Micky.gutier@azed.gov</p>

English Acquisition Services

Provisional Structured English Immersion (SEI) Endorsement Seminar

INTENT	DESCRIPTION	OUTCOMES
<p>To provide training to individuals required to obtain the SEI endorsement.</p> <p>Audience/Targeted Attendees: Individuals needing the Provisional SEI endorsement in order to maintain Arizona certification</p>	<p>This required 15-clock hour Arizona State Board of Education-approved training will provide individuals with the provisional SEI endorsement training necessary to meet the requirements set forth in State Board of Education Rule R7-2-613.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Meet the requirements for the 15 clock hour training• In conjunction with the additional 45-clock hours, the individual will qualify for the full SEI endorsement (total: 60-clock hours)• Apply the objectives from the SEI endorsement training in order to assist students attain academic excellence <p><u>Programmatic Contact:</u> Kathy Hill kathy.hill@azed.gov</p>

School Finance

Charter Estimated Counts FY07

INTENT	DESCRIPTION	OUTCOMES
<p>To enlighten and update our customers on the proper procedures to be followed, as well as to highlight any changes in this process for FY07.</p> <p>Audience/Targeted Attendees: Charter school LEAs who submit student data to SAIS</p>	<p>This half-day presentation will focus on the procedures that are necessary for personnel from charter schools to submit the Charter School Estimated Count. Emphasis will be placed on understanding how differences between the Estimated Count and ADM can impact state aid.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Be able to submit complete and accurate data into SAIS within ADE deadlines <p><u>Programmatic Contact:</u> Dolores Gerritse dolores.Gerritse@azed.gov</p>

TECHNICAL ASSISTANCE: *School Finance/SAIS*

School Finance

Essential Information for SAIS Coordinators for FY 2007

INTENT	DESCRIPTION	OUTCOMES
<p>To enlighten and update customers on the proper procedures to be followed, as well as to highlight any changes in this process for FY 07.</p> <p>Audience/Targeted Attendees: LEAs who submit student-level data to SAIS</p>	<p>This session will include topics that provide information that is essential for anyone who will submit student-level data to SAIS this school year.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Be able to submit complete and accurate data into SAIS within ADE deadlines <p><u>Scheduling Questions and Programmatic Contacts:</u> Dolores Gerritse dolores.gerritse@azed.gov</p>

School Finance

Grants Management Basics FY 2007

INTENT	DESCRIPTION	OUTCOMES
<p>To enlighten and update our customers on the proper procedures to be followed, as well as to highlight any changes in this process for FY07.</p> <p>Audience/Targeted Attendees: LEAs who submit data using the Grants Management Enterprise System</p>	<p>This workshop is intended to provide a basic overview of the web-based Grants Management Enterprise (GME) system to individuals from Local Education Agencies (LEAs). The presentation will include an introduction to the GME system, instructions on how to create new grant applications, amendments to existing applications, cash management reports, and completion reports. Please note that this presentation will not address questions regarding specific grants or financial requirements.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Be able to submit grant information using the GME application <p><u>Programmatic Contact:</u> Dolores Gerritse dolores.gerritse@azed.gov</p>

TECHNICAL ASSISTANCE: *School Finance/SAIS*

School Finance

Reporting ELL Data to SAIS

INTENT	DESCRIPTION	OUTCOMES
<p>To enlighten and update our customers on the proper procedures to be followed, as well as to highlight any changes in this process for FY07.</p> <p>Audience/Targeted Attendees: LEAs who submit ELL student-level data to SAIS</p>	<p>This half-day workshop is intended to provide information to assist individuals from Local Education Agencies who are required to submit data for students who participate in English Language Learner Programs to the Student Accountability Information System (SAIS).</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Be able to submit complete and accurate data into SAIS within ADE deadlines <p><u>Scheduling Questions and Programmatic Contacts:</u> Dolores Gerritse dolores.gerritse@azed.gov</p>

School Finance

Reporting SPED Data to SAIS

INTENT	DESCRIPTION	OUTCOMES
<p>To enlighten and update customers on the proper procedures to be followed, as well as to highlight any changes in this process for FY07.</p> <p>Audience/Targeted Attendees: LEAs who submit SPED student-level data to SAIS</p>	<p>This half-day workshop is intended to provide information to assist individuals from Local Education Agencies who are required to submit data for students who participate in Special Education Programs to Student Accountability Information Systems (SAIS).</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Be able to submit complete and accurate data into SAIS within ADE deadlines <p><u>Programmatic Contact:</u> Dolores Gerritse dolores.gerritse@azed.gov</p>

School Finance

SAIS Online FY07

INTENT	DESCRIPTION	OUTCOMES
<p>To enlighten and update our customers on the proper procedures to be followed, as well as to highlight any changes in this process for FY07.</p> <p>Audience/Targeted Attendees: LEAs who submit ELL student-level data to SAIS</p>	<p>This workshop is intended to provide basic step by step instructions for submitting information to SAIS via SAIS online. These will be hands-on sessions in a computer lab.</p>	<p>Participants will:</p> <ul style="list-style-type: none">Be able to submit complete and accurate data into SAIS within ADE deadlines <p><u>Scheduling Questions and Programmatic Contacts:</u> Dolores Gerritse dolores.gerritse@azed.gov</p>

TECHNICAL ASSISTANCE: *School Finance*

School Finance

AFR Workshop

INTENT	DESCRIPTION	OUTCOMES
<p>To train on AFR and Budg75.</p> <p>Audience/Targeted Attendees: District and charter business officials</p>	<p>This workshop will provide instructions on the AFR process, cover requirements for filling it out, and assist in understanding the Budg75.</p>	<p>Participants will:</p> <ul style="list-style-type: none">Learn to accurately submit AFR submissions and resolutions to over-expenditures <p><u>Scheduling Questions and Programmatic Contacts:</u> Rachel Arroyo rachel.arroyo@azed.gov</p>

School Finance

Impact Aid Report

INTENT	DESCRIPTION	OUTCOMES
<p>To provide customer training on Impact Aid.</p> <p>Audience/Targeted Attendees: Impact Aid eligible districts/charter schools</p>	<p>This workshop is intended to provide details and training on the Impact Aid application process.</p>	<p>Participants will:</p> <ul style="list-style-type: none">Increase accuracy on applications <p><u>Programmatic Contact:</u> Shirley Willis shirley.willis@azed.gov</p>

School Finance

TAA & NASTA Transportation Conferences

INTENT	DESCRIPTION	OUTCOMES
<p>To increase awareness of the data needed by ADE.</p> <p>Audience/Targeted Attendees: Transportation Directors, report submittal staff</p>	<p>This workshop is intended to provide information on submitting the correct reports to ADE.</p>	<p>Participants will:</p> <ul style="list-style-type: none">Increase ability to use reports to make corrections before the FY07 is over <p><u>Programmatic Contact:</u> Rachel Arroyo rachel.arroyo@azed.gov</p>

School Finance

Budget Workshop

INTENT	DESCRIPTION	OUTCOMES
<p>To increase awareness of the Budg25, as well as district budgets.</p> <p>Audience/Targeted Attendees: District business managers</p>	<p>This workshop is intended to provide information on district budgets and how to use the Budg25 Report.</p>	<p>Participants will:</p> <ul style="list-style-type: none">• Increase ability to use reports to make corrections before the FY07 is over <p><u>Scheduling Questions and Programmatic Contacts:</u> Rachel Arroyo rachel.arroyo@azed.gov</p>

“Before you can really start setting financial goals, you need to determine where you stand financially.”
David Bach

Glossary

AAD	Academic Achievement Division
Account-ability	The extent to which an individual, group, or institution is held responsible for actions or performance. The formative and summative evaluation conducted for the purpose of reporting to organizations with supervisory or funding responsibility.
Achievement Gap	The difference between the actual student achievement levels assessed and the desired student achievement levels, including comparisons between sub-populations and the general student population.
ACEH	Arizona Coalition to End Homelessness
Action Plan	A plan that identifies how and when the school improvement plan will be implemented. It identifies the goals, support data, assessments, interventions, research, staff development, resources, timeline, and persons responsible for implementing the interventions and assessment contained in the school improvement plan.
ADE	The Arizona Department of Education
AIEA	Arizona Indian Education Association
Alternative Secondary Path to Certification	This is field-based program that provides an opportunity for mid-career changers to become a classroom teacher in grades 9-12. This program combines the strengths of each candidate's educational and career experience with intense training and college-level course work.
Assessment	A management system containing a set of assessments that is designed to collect and evaluate data about student performance. Each assessment must be aligned with at least one of the student performance goals in the improvement plan. The quality of assessments is described by using the terms "reliable," "valid," and "fair."
ATPA	Arizona Teacher Performance Assessment
Baseline data	Information collected which establishes the starting point from which change can be measured.

Benchmark	A point of reference embedded within a goal from which measurements may be made. Often serves as a measure, which is supported by data and helps quantify and qualify the achievement of the goal.
BIA	Bureau of Indian Affairs
CACFP	Child and Adult Care Food Program
Career Ladder	The Arizona Career Ladder Program is a performance-based compensation plan that provides incentives to teachers in 28 districts around the state who choose to make career advancements without leaving the classroom or the profession.
Classroom Management (CRM)	Classroom Management is a term used by many teachers to describe the process of ensuring lessons run smoothly without disruptive behavior by students. CRM is possibly the most difficult aspect of teaching for many teachers; closely lined to issues of motivations, discipline and respect
Classroom Site Fund	Monies from this fund are distributed to school districts and are intended for use at the school site. The money is to be used for teacher base salary increases, performance-based compensation, and/or maintenance and operation purposes. This fund is also known as "Prop 301" money.
Communication	The open, frequent, and appropriate flow of information and shared knowledge among parents, students, teachers, administrators, and other stakeholders. In content areas; an organized plan of instruction that utilizes reading, language arts, writing, mathematics, science, social studies, the arts and comprehensive health content standards to deliver instruction within a content-rich context; a multi-discipline approach to promote cross-curricular connections.
Criteria	Guidelines, rules, characteristics, or dimensions that are used to judge the quality of student performance. This information indicates what we value in student response, products, and/or performances.
CTE	Career and Technical Education
Curriculum	<div>213</div> An organized plan of instruction (scope and sequence; curriculum maps; instructional materials alignment documents) that engages students in learning the Standards, Concepts, and Performance Objectives identified at the state and local level.

Data	The factual and numerical information used as a basis for reasoning, discussion, determining status, decision making and analysis (i.e., student achievement data, financial indicators, teacher “walk-through” trend analysis, programmatic data).
Data-driven decision-making	Refers to collecting, analyzing and interpreting data, making informed strategic decisions based on the results.
Differentiated Instruction	An approach to teaching in which instruction is tailored to meet the needs of individual students. Strategies which provide a variety of ways for individual students to take in new information, assimilate it, and demonstrate what they have learned; varying teaching strategy, method, process and/or student product.
Disaggregation	Analyzing student performance so there is specific knowledge about the performance of whole groups versus subgroups.
Discipline	(Noun) Controlled behavior resulting from disciplinary training; self-control (Noun) Training expected to produce a specific character or pattern of behavior, especially training that produces moral or mental improvement (Verb) To train by instruction and practice especially to teach self-control
Evaluation	In most educational settings, the process used to measure, compare, and judge the quality of student work, schools, or a specific educational program as well as the performance of teachers and administrators.
Evidence-based	There is compelling documentation/artifacts to support perceptions, measurable indicators, and performance indicators as needed through multiple and varied data sources.
Five Core Propositions	As used by the National Board for Professional Teaching Standards: Teachers are committed to students and their learning. Teachers know the subjects they teach and how to teach those subjects to students. Teachers are responsible for managing and monitoring student learning. Teachers think systematically about their practice and learn from experience. Teachers are members of learning communities.
Formative Assessments	Ongoing assessment (district, school and classroom level) used to modify and improve instruction while it is in progress. Examples: informal observation, quizzes, homework, worksheets, daily assignments, performance assessments, using scoring rubrics, activities.
Curriculum	An organized plan of instruction (scope and sequence; curriculum maps; instructional materials alignment documents) that engages students in learning the Standards, Concepts, and Performance Objectives identified at the state and local level.

Framework	An organized structure that assists us to see the relationships and interactions between and within a given set of related concepts.
FSMC	Food Service Management Company
Goal	The end toward which effort is directed, the result or outcome of the effort.
HOUSSE	High Objective Uniform State Standard of Evaluation
HQP	Highly Qualified Professionals
IDEA	Individuals with Disabilities Education Improvement Act
Indicator	A measure that describes performance related to standards and other aspects of educational systems. This information must have a common, agreed upon, consistent definition and a reference point or standard against which performance can be judged. It also must meet technical standards of quality, such as measuring what is intended to be measured (validity) and measuring consistently (reliability).
Intervention	An intervention is something that is done to or with a student to develop specific skills or learning with those students. An intervention can be a specific program, strategy, or concentration of work focusing on decreasing a gap in learning that is targeted in instruction and written in an IEP or school improvement plan.
JOM	Johnson O' Malley Program: Federal grant program to support meeting the unique educational and cultural needs of American Indian public school students in meeting Arizona Academic standards.
LEA	Local Educational Agency
LEA	Local Education Liaisons
McKinney-Vento	McKinney-Vento Homeless Education Act of 2001
MEP	Migrant Educational Program

NBCT	National Board Certified Teacher
NCLB	No Child Left Behind (2001)
OMB	Office Of Management & Budget
Outcomes	The end impact, effect, product, or result.
PASS	Portable assisted study sequence
PPP	Professional Preparation Program: These are State Board of Education-approved programs in teacher, administrator, school guidance counselor, and school psychology that lead to certification.
Professional Development	Ongoing and extensive opportunities for teachers, staff, and parents to learn in different ways in order to acquire and internalize research-based instructional practices to support student learning.
Proficiency	Having or demonstrating an expected degree of knowledge or skill in a particular area.
Research-based	Refers to programs, practices and strategies that have been shown to be effective through rigorous, systematic and objective research.
Resources	Resources include all the human, financial, materials, supplies, and technological means of support for the school program and the school's program of improvement. Resources would also include the capacity a school has developed to promote continuous improvement efforts, improving the quality of teacher effectiveness, and the alignment of resources to the maximum level of use.
Resource Allocation	The monitoring and redirecting of resources (human and financial), including the coordination and integration of all federal, state, and local services and programs, to better meet student achievement goals.
Result	The end impact, effect, product or outcome.

Rubrics	A listing of specific criteria used to score constructed-response tasks in an assessment or assess strengths and/or weaknesses as a measure of school capacity for school improvement. A typical rubric contains a scoring scale, states all the different major traits or elements to be examined, and provides criteria for deciding what score to assign to responses or performances. Scales may be quantitative (e.g., a score from 1 to 6) or qualitative (e.g., “adequate performance” or “minimal competency”) or a combination of the two.
SBOE	State Board of Education
School Climate	A term that refers to issues associated with the emotional health of individuals and the organizational health within the school community.
School Community	The school community is comprised of all persons within the school and all persons in the attendance area of the school, as well as the geographical and physical environments.
School Culture	The intricate patterns of knowledge, beliefs, and values that serve as the basis for policy decisions, organizational practices, and human relationships in schools. Those patterns are often subtle and poorly understood yet exercise a profound influence on the lives of students, teachers, and other school personnel.
SBR	Scientifically-Based Research: Refers to programs, practices and strategies that have been shown to be effective through rigorous, systematic and objective research that is based on empirical and conclusive data.
SES	Supplemental Education Services
Shared Leadership	The leadership and organizational direction within a school/district is distributed and owned by various individuals according to interest and expertise.
Skills	Strategies and processes to apply knowledge.
SMPAC	State Migrant Parent Advisory Council

Stakeholder	Any person or designee from a community based organization, business or corporate sponsor, student, parent, teacher, administrator, university level educator that has a vested interest in the school community to meet or exceed requirements.
Standards	Essential knowledge and skills that should be taught and learned in school, including the most important enduring ideas, issues, dilemmas, principles, and concepts from the disciplines. <u>Standards are what students should know and be able to do and understand.</u>
Standards-Based System	Curriculum, instruction, materials, assessment, and reporting are all aimed at the same target: helping students achieve the defined standards.
Sub-Contractors	The state of Arizona administers the federal grant awards to 28 school districts in the state of Arizona. These school districts, and their Indian Education programs are those not covered by Tribal education programs administering the Johnson O-Malley program. Subcontractors are now limited to the current 28 awardees, due to an extended stasis in federal funding.
Systematic	Refers to processes that are repeatable, logical and predictable, rather than anecdotal and episodic.
Systemic	Affecting or relating to an organization as a whole.
Teacher Attestation	The Teacher Attestation form is used to document the "highly qualified" status of teachers in core academic areas. This form is mandated by P.L. 107-110 No Child Left Behind Legislation.
Troops-To-Teachers	Since its creation in 1994, Troops to Teachers has assisted over 16,000 eligible military personnel to transition to a new career as public school teachers. State Offices provide participants with counseling and assistance regarding certification requirements, routes to state certification, and employment leads. Pending availability of funds, financial assistance may be provided to eligible individuals as stipends up to \$5K to help pay for teacher certification costs or as bonuses of \$10K to teach in schools serving a high percentage of students from low-income families. Participants who accept the Stipend or Bonus must agree to teach for three years in targeted schools in accordance with the authorizing legislation.
Vision	A vision statement is a clear description of the kind of system that will be needed to deliver the mission of the organization.

Adult Education Resources

Federal and State Governments:

U.S. Department of Education, Office of Vocational and Adult Education (OVAE)

www.ed.gov

American Council on Education/GED Testing

www.acenet.edu

National Reporting System (NRS)

www.nrsweb.org

Professional Organizations:

Arizona Association for Lifelong Learning (AALL)

www.az-aall.org

The American Association for Adult and Continuing Education (AAACE)

www.aaace.org

Arizona Teachers of English to Speakers of Other Languages (TESOL)

www.az-tesol.org

Commission on Adult Basic Education (COABE)

www.az-tesol.org

Mountain Plains Adult Education Association (MPAEA)

www.az-tesol.org

National Association for Adults with Special Learning Needs (NAASLN)

www.naasln.org

Related Websites:

Adult Literacy Education WIKI

www.wiki.literacytent.org/index/php/Main_Page

Arizona Refugee Services

www.azdes.gov/csa/programs/refugee/default.asp#whatsnew

LINCS

www.nifl.gov/lincs/

National Center for the Study of Adult Learning and Literacy (NSCALL)

www.ncsall.net

National Institute for Literacy (NIFL)

www.nifl.gov/

National College Transition Network

www.collegegetransition.org/

Career and Technical Education Resources

Arizona Department of Education Career and Technical Education
www.ade.az.gov/cte

Association of Career and Technical Education Arizona (ACTEaz)
www.acteaz.org

Arizona Tech Prep
www.aztechprep.org

VTECS
www.v-tecs.org

Arizona Resources

Arizona Department of Education, Early Childhood Education Section
www.ade.az.gov/earlychildhood

Arizona Promising Practices
<http://www.azpromisingpractices.com/archive.html>

School Readiness Board (School Readiness Resources)
http://www.azgovernor.gov/cyf/school_readiness/Resources.html

Early Childhood Resources

National Network for Child Care
<http://www.nncc.org>

Administration for Children and Families
Head Start Bureau
<http://www2.acf.dhhs.gov/programs/hsb/>

Federal Resources for Educational Excellence
<http://www.ed.gov/free/index.html>

US Department of Education
<http://www.ed.gov/index.jhtml?src=a>

Exceptional Student Services Resources

National Resources

Council for Exceptional Children

www.ericec.org

Federal Resource Center for Special Education

www.rrfcnetwork.org

U.S. Department of Education

www.ed.gov

National Association of Special Directors in Special Education

www.nasdse.org

Mountain Plains Regional Resource Center

www.usu.edu/mprrc/infoserv/cop

Positive Behavior and Instructional Strategies

www.pbis.org

National Association of School Psychologist

www.nasponline.org

WORD INDEX			
Key Word	Events		
21 st CCLC Grant	21 st Century Community Learning Center Grants		
21 st Century Community Learning Center Grant	See "21st CCLC Grant"		
50-plus market	Interior Design Update		
Academic Standards	Unwrapping the Science Standard and the Backward Design Model k-12 (ASSET)	Social Studies Standard: What Teachers Need to Know and be Able to Teach	Implementing the Articulated Social Studies Standard (ASSET)
Academic Standards	Science Standard and Backward Design Model	Introducing the Social Studies Standard	Vertex-Edge Graphs Training of Trainers Academy K-8
Academic Standards	Teacher EXPOs	Implementing the Articulated Social Studies Standard (ASSET)	Science Standard and Backward Design Model
Academic Standards	Unwrapping the Science Standard and the Backward Design Model k-12 (ASSET)	K-8 Physical Science: Concept 1	Number Sense Training of Trainers Academy k-3
Academic Standards	Considering a New Mathematics Curricula Seminar	Foundations of Scientifically Based Reading Instruction	
Acceptable Classroom Behavior	Classroom Management		
Acting Out	Preventing Discipline in the Classroom		
ADDA	American Design and Drafting Association Certification Workshop	Drafting Design Technology	
Addition Principle	Systematic Listing and Counting with Connections to Algebra and Probability Training of Trainers Academy k-12		
Adolescent	Adolescent Readers: Teaching Essential Components of Reading	Struggling Adolescent Readers	
Advanced Placement	Advanced Placement Incentive Program (APIP) Grant	Developing a Comprehensive Gifted Education Program	Advanced Placement and International Baccalaureate Coursework: Are they making a Difference for Gifted Students?
Advanced Placement	Growing Your Advanced Placement/International Baccalaureate (AP/IB) Program		
Advisors	FBLA The Friend Trap	Web Career Exploration	Family Careers and Community Leaders of America
Advisory	CCLC Vision Team		
Advocacy	Superintendent Horne's Arts Education Initiative Evaluation Reporting	Superintendent Horne's Arts Education Initiative Grant Meeting	Superintendent Horne's Arts Education Initiative Promising Practices Review
Advocacy	Advocating for Arts Education at the Local Level	Art Standard Implementation- an Overview	Creating Arts Assessments: Models and Means
AEPA	Arizona Educator Proficiency Assessments Workshop		
AFR	AFR Workshop		
After school Programs	21 st Century Community Learning Center Grants		
Aggression	Classroom Management		
Agriculture Business Management	Agroscience Program Review Instruction		
Agriculture Employment	Annual Migrant Education Program Coordinators Meeting	CCLC Grant Application Training	CCLC Network Meeting
Agriscience	Agriscience New Teacher Induction and Training	Migrant Certification of Eligibility and Identification and Recruitment Training	Migrant Education Program (MEP) Annual Migrant Staff Meeting
Agriscience	State Migrant Parent Advisory Council (SMPAC)	Agriscience Curriculum and Assessments Project	Agroscience Program Review Instruction
Agriscience Assessment	See "Agriscience"		
Agriscience Crosswalk	See "Agriscience"		
Agriscience instruction	See "Agriscience"		
Agriscience Measurement Criteria	See "Agriscience"		
Agriscience standards	See "Agriscience"		
AIMS Grants	Arizona High School Renewal Initiative on Curriculum, Instruction, and Assessment Summit	AIMS Intervention/ Dropout Prevention Data Collection, Analysis and Accountability Workshop	AIMS Intervention/ Dropout Prevention Plan Development and Leadership Responsibilities
AIMS Grants	Collaborative Leadership and Professional Learning Communities	Personalizing Your School Environment Summit	
AIMS information	Technical Assistance with Indian Education Components	Arizona Indian Education Association (AIEA)	BIA AIMS Testing Workshops
AIMS information	Johnson O'Malley Programs (JOM) Sub-contractor's Annual Meeting		
AIMS Intervention	See "AIMS Grants"		
Algebra	See "Mathematics"		
Alignment	Beginning Curriculum Mapping	Advanced Curriculum Mapping	Applied Curriculum Mapping
Allied health	Allied Health Teacher Workshop		
Allocations	Applications, Plans, and Reports: Understanding the Grant Process		

Alternative Paths To Certification	MEGA Conference		
Amendments	Grants Management Basics		
American Design Drafting	American Design and Drafting Association Certification Workshop	Arizona Association of School Business Officials Compliance Training	Charter School Training
American Red Cross Babysitting Certification	Career and Personal Success	National Board Certified Leadership Conference	Professional Development Leadership Academy
American Red Cross Babysitting Certification	Alternative Secondary Path to Certification	Arizona Teacher Performance Assessment (ATPA)	Career Ladder Director Seminar
American Red Cross Babysitting Certification	Certification Displays at Education Events Take the Adventure ... Learn from Your Peers and Explore the Possibilities with Radio/Television Technology	Certification Information Sessions	College/University On-site Certification Services
Animation			
APIP	Advanced Placement Incentive Program (APIP) Grant	Developing a Comprehensive Gifted Education Program	Advanced Placement and International Baccalaureate Coursework: Are they making a Difference for Gifted Students?
APIP	Growing Your Advanced Placement/International Baccalaureate (AP/IB) Program		
Appeal Process	Homeless Liaison Institute		
Appropriate Behavior	Classroom Management		
ArchView 9.1 GIS	Drafting Design Technology		
Arizona Business Education Association	New Business Teacher Workshop Series	McKinney-Vento Homeless Education Orientation	
Arizona Championships	FCCLA Fall Leadership Conference		
Arizona Heat	Workforce Development Rapid Response Workshop	FCCLA Fall Leadership Training Camp	Arizona DECA Fall Leadership Conference
Arizona Heat	Winter Regional Conferences	FBLA State Leadership Conference	FBLA Fall Leadership Conference
Arizona Nutrition Standards	Arizona Nutrition Standards		
ARRIS	Workforce Development Rapid Response Workshop	Business Track and A+ School Lunch	CNP Annual Financial Report
ARRIS	Commodity Ordering Web-based Training	Preparing for Your Administrative Review	Contracting with Food Services Management Companies
ARRIS	Nutrition Track and A+ School Lunch	Nutrition Education for Schools	Computer Track
ARRIS	Provision 2 and 3 (Special Assistance	Serving It Safe	
Art	Superintendent Horne's Arts Education Initiative Evaluation Reporting	Superintendent Horne's Arts Education Initiative Grant Meeting	Superintendent Horne's Arts Education Initiative Promising Practices Review
Art	Advocating for Arts Education at the Local Level	Art Standard Implementation- an Overview	Creating Arts Assessments: Models and Means
Art	District Arts Coordinators Quarterly Meeting	Overview of Arts Education from the State Perspective	University Arts Education Faculty Biannual Meeting
Art	Compliance with Arizona's Gifted Education Mandate		
Arts Assessment	See "Art"		
Arts Ed Sessions	See "Art"		
Arts Education	see "Art"		
Arts Education Initiative	See "Art"		
Arts Education Law	See "Art"		
Arts Education Policy	See "Art"		
Arts Education Research	See "Art"		
Arts Education Standards	See "Art"		
Arts Education Training	See "Art"		
Arts Funding	See "Art"		
Arts Standards	See "Art"		
Assessment	Arizona High School Renewal Initiative on Curriculum, Instruction, and Assessment Summit	AIMS Intervention/ Dropout Prevention Data Collection, Analysis and Accountability Workshop	AIMS Intervention/ Dropout Prevention Plan Development and Leadership Responsibilities
Assessment	Mathematics and Science Standards Institute	Collaborative Leadership and Professional Learning Communities	Personalizing Your School Environment Summit
Assessment	Advanced Placement Incentive Program (APIP) Grant	Developing a Comprehensive Gifted Education Program	Advanced Placement and International Baccalaureate Coursework: Are they making a Difference for Gifted Students?
Assessment	Growing Your Advanced Placement/International Baccalaureate (AP/IB) Program	DIBELS Leadership Institute	DIBELS Data Based Decision Making (Leader)
Assessment	DIBELS Administration and Scoring	Early Childhood Assessment Training	
ASSET	Unwrapping the Science Standard and the Backward Design Model k-12 (ASSET)		
At- Risk	Preventing Discipline in the Classroom		
Audit resolution	Applications, Plans, and Reports: Understanding the Grant Process		

Auto Instructor	Toyota Motors Update		
Automakers	General Motors Update		
Automotive diagnostic	General Motors Update	Arizona Association of School Business Officials Compliance Training	Charter School Training
Automotive Technology	General Motors Update		
Automotive Technology Instructors	Ford Basic Electrical Class		
AZ Revit 8 Building	Drafting Design Technology		
AZLEARNS	State Intervention Student Achievement Turnaround Forum	AZLEARNS Appeal Workshop	Initial Solution Team Training
AZLEARNS	Advanced Solution Team Training	Arizona School Improvement Training	
Backtalk	Classroom Management		
Backward Design	Science Standard and Backward Design Model	Unwrapping the Science Standard and the Backward Design Model k-12 (ASSET)	
Barriers	Counselors Academy		
Basic Grant	Carl Perkins Basic Grant Workshop	Basic Grant and Data Reporting Workshop	
Behavior	Preventing Discipline in the Classroom	2006 Power Education Power Conference	Character Education Strategic Planning and Classroom Implementation Workshop
Benchmark study	Determined to Succeed		
Best Practices	Advanced Placement Incentive Program (APIP) Grant	Developing a Comprehensive Gifted Education Program	Advanced Placement and International Baccalaureate Coursework: Are they making a Difference for Gifted Students?
Best Practices	Growing Your Advanced Placement/International Baccalaureate (AP/IB) Program	21 st Century Community Learning Center Grants	Differentiated Instruction
Best Practices	Mathematics and Science Standards Institute		
BIA	Technical Assistance with Indian Education Components	Arizona Indian Education Association (AIEA)	BIA AIMS Testing Workshops
BIA	Johnson O'Malley Programs (JOM) Sub-contractor's Annual Meeting		
Big Ideas	Science Standard and Backward Design Model	Unwrapping the Science Standard and the Backward Design Model k-12 (ASSET)	K-8 Physical Science: Concept 1
Bloom's Taxonomy	Teach For Success: Classroom Observation Protocol		
Blurting Out	Classroom Management		
Bonding agents	Construction Technologies		
Breaking Ranks	Arizona High School Renewal Initiative on Curriculum, Instruction, and Assessment Summit	AIMS Intervention/ Dropout Prevention Data Collection, Analysis and Accountability Workshop	AIMS Intervention/ Dropout Prevention Plan Development and Leadership Responsibilities
Breaking Ranks	Personalizing Your School Environment Summit	Collaborative Leadership and Professional Learning Communities	
Breaking Ranks II	See "Breaking Ranks"		
Broadcast programs	Take the Adventure ... Learn from Your Peers and Explore the Possibilities with Radio/Television Technology		
Budget	Budget Workshop		
Budget Forecasting	Charter Estimated Counts		
Bullying	Bullying Intervention Strategies for Counselors	Stop the Violence Advisor Training	
Business	Arizona Association of School Business Officials Compliance Training	Bullying Intervention and Prevention	
Business Education	High Performance Business Tour for Business Educators	Bullying Intervention and Prevention	Teaching Smarter Not Harder Workshop
Business Education	Plan Your Business Program's Transition to the New CTE Delivery System	Business Education	
Business instructors	Business Education		
Business program	Plan Your Business Program's Transition to the New CTE Delivery System		
Business standards	Business Education		
Business teachers	High Performance Business Tour for Business Educators	New Business Teacher Workshop Series	
Cabinetmakers	Woodworking		
CAD/CAM	Master CAM Workshop		
CADD	American Design and Drafting Association Certification Workshop		
Career and Technical Education	FCCLA Fall Leadership Conference		
Career choices	Real Game Series Facilitator Workshops		
Career Clusters	Teaching Smarter Not Harder Workshop		

Career development	Real Game Series Facilitator Workshops	FCCLA Fall Leadership Training Camp	FBLA Fall Leadership Conference
Career development	Winter Regional Conferences	FBLA State Leadership Conference	Arizona DECA Fall Leadership Conference
Career development	AME Fall Conference	ADVANCE 3	Career Development Conference
Career development	Skills USA	Professional Development Program-Teacher Training Seminar	
Career Exploration	Web Career Exploration	Plan Your Business Program's Transition to the New CTE Delivery System	Career and Personal Success
Career Improvement	Arizona Nutrition Standards		
Career Ladders	MEGA Conference		
Career Planning	Real Game Series Facilitator Workshops		
Career Preparation	Plan Your Business Program's Transition to the New CTE Delivery System	Business Track and A+ School Lunch	Contracting with Food Services Management Companies
Career Preparation	Commodity Ordering Web-based Training	Computer Track	CNP Annual Financial Report
Careers in Education	Curriculum Training for Education Professions Program	National Board Certified Leadership Conference	Professional Development Leadership Academy
Careers in Education	Alternative Secondary Path to Certification	Arizona Teacher Performance Assessment (ATPA)	Career Ladder Director Seminar
Careers in Education	Certification Displays at Education Events	Certification Information Sessions	College/University On-site Certification Services
Careers in Education	Highly Qualified Guidance	Highly Qualified Teacher and Attestation and High Objective Uniform State Standard of Evaluation (HOUSS) Completion	National Board Candidate Subsidy Program
Careers in Education	Nation Board Certification Workshop	School District Onsite Certification Services	Professional Preparation Program Approval
Careers in Education	Pay for Performance Programs	Troops To Teachers Assistance	Troops To Teachers Employment
Carl Perkins	Carl Perkins Basic Grant Workshop		
Cash Management Reports	Grants Management Basics		
Ceramic floor	Construction Technologies		
Certificate of Eligibility (COE)	Annual Migrant Education Program Coordinators Meeting		
Certification	See "State Board Teacher Preparation Approval Process "		
Certified trainers	Curriculum Training for Education Professions Program		
Chapter	Family Careers and Community Leaders of America	Migrant Certification of Eligibility and Identification and Recruitment Training	Migrant Education Program (MEP) Annual Migrant Staff Meeting
Chapter	State Migrant Parent Advisory Council (SMPAC)		
Chapter Achievement	Family Careers and Community Leaders of America	National Board Certified Leadership Conference	Professional Development Leadership Academy
Chapter Achievement	Alternative Secondary Path to Certification	Arizona Teacher Performance Assessment (ATPA)	Career Ladder Director Seminar
Chapter Achievement	Certification Displays at Education Events	Certification Information Sessions	College/University On-site Certification Services
Chapter Achievement	Highly Qualified Guidance	Highly Qualified Teacher and Attestation and High Objective Uniform State Standard of Evaluation (HOUSS) Completion	National Board Candidate Subsidy Program
Chapter Achievement	Nation Board Certification Workshop	Pay for Performance Programs	Professional Preparation Program Approval
Chapter Achievement	School District Onsite Certification Services	Troops To Teachers Assistance	Troops To Teachers Employment
Chapter Advisor	Stop the Violence Advisor Training		
Character Education	2006 Power Education Power Conference	Character Education Strategic Planning and Classroom Implementation Workshop	
Charter Estimated Count	Charter Estimated Counts		
Charter Schools	Charter School Training		
Children with Disabilities	Collaborating for Success-Creating Inclusive Learning Environments		
Circuit	Vertex-Edge Graphs Training of Trainers Academy K-8		
Classroom	Preventing Discipline in the Classroom	Differentiated Instruction	
Classroom Behavior	Classroom Management	Differentiated Instruction	
Classroom Environment	Classroom Management	Differentiated Instruction	
Classroom management	New Business Teacher Workshop Series	Classroom Management	
Client	Interior Design Update		
CMI	Chapter Management Institute		
CNC	Master CAM Workshop	Woodworking	
Coaching	Teach For Success: Classroom Observation Protocol		

COESTAR	Annual Migrant Education Program Coordinators Meeting		
Cognitively Guided Instruction	Number Sense Training of Trainers Academy k-3		
Coherent Sequence	Basic Grant and Data Reporting Workshop		
Collaboration	Determined to Succeed	Improving Instructional Quality: The Key to Ensuring Student Success	
Collaborative Leadership	Arizona High School Renewal Initiative on Curriculum, Instruction, and Assessment Summit	AIMS Intervention/ Dropout Prevention Data Collection, Analysis and Accountability Workshop	AIMS Intervention/ Dropout Prevention Plan Development and Leadership Responsibilities
Collaborative Leadership	Personalizing Your School Environment Summit	Collaborative Leadership and Professional Learning Communities	
Coloring Pictures	Vertex-Edge Graphs Training of Trainers Academy K-8		
Combination	Systematic Listing and Counting with Connections to Algebra and Probability Training of Trainers Academy k-12		
Commercial	Interior Design Update		
Commodities	Arizona Nutrition Standards	Migrant Certification of Eligibility and Identification and Recruitment Training	Migrant Education Program (MEP) Annual Migrant Staff Meeting
Commodities	State Migrant Parent Advisory Council (SMPAC)		
Common Measures	Common Measures Training		
Communications	Arizona High School Renewal Initiative on Curriculum, Instruction, and Assessment Summit	AIMS Intervention/ Dropout Prevention Data Collection, Analysis and Accountability Workshop	AIMS Intervention/ Dropout Prevention Plan Development and Leadership Responsibilities
Communications	Technical Assistance with Indian Education Components	Arizona Indian Education Association (AIEA)	BIA AIMS Testing Workshops
Communications	Vertex-Edge Graphs Training of Trainers Academy K-8	Collaborative Leadership and Professional Learning Communities	Personalizing Your School Environment Summit
Communications	Using Standards and Adaptations for Institutional Educators to Build Student Academic Capability	What Does Scientifically Based Research Mean?	NCLB Consolidated Fiscal Application Training
Communications	NCLB Consolidated Plan Training	NCLB Six-Year Cycle Monitoring	Private School Services
Communications	State Tutoring Program	Classroom Management	Differentiated Instruction
Communications	Johnson O'Malley Programs (JOM) Sub-contractor's Annual Meeting	State Tutoring Program	Supplemental Education Services (SES)
Community Partnerships	National Model for Successful Community Partnerships & Small Learning Communities	Business Track and A+ School Lunch	CNP Annual Financial Report
Community Partnerships	Commodity Ordering Web-based Training	Computer Track	Contracting with Food Services Management Companies
Community Partnerships	Nutrition Track and A+ School Lunch	Nutrition Education for Schools	Preparing for Your Administrative Review
Community services	Nursing Services Teacher Workshops	Allied Health Teacher Workshop	Health and Community Services
Comparability	Applications, Plans, and Reports: Understanding the Grant Process		
Competition	Marketing Education Making the Stage		
Completer	Basic Grant and Data Reporting Workshop		
Completion Reports	Grants Management Basics	Arizona Association of School Business Officials Compliance Training	Charter School Training
Compliance	21 st Century Community Learning Center Grants		
Compliance Issues	CCLC Network Meeting		
Computer laboratory	Health and Community Services		
Computer maintenance	Information Technology		
Computer Numerical Control	Master CAM Workshop		
Computer Training	Arizona Nutrition Standards		
Concentrator	Basic Grant and Data Reporting Workshop		
Concept 360	Interior Design Update		
Conferences	Technical Assistance with Indian Education Components	Arizona Indian Education Association (AIEA)	BIA AIMS Testing Workshops
Conferences	Johnson O'Malley Programs (JOM) Sub-contractor's Annual Meeting		
Connections	Vertex-Edge Graphs Training of Trainers Academy K-8	Systematic Listing and Counting with Connections to Algebra and Probability Training of Trainers Academy k-12	
Connexiones	Annual Migrant Education Program Coordinators Meeting	Business Track and A+ School Lunch	CNP Annual Financial Report
Connexiones	Commodity Ordering Web-based Training	Computer Track	Contracting with Food Services Management Companies
Connexiones	Nutrition Track and A+ School Lunch	Nutrition Education for Schools	Preparing for Your Administrative Review

Connexiones	Provision 2 and 3 (Special Assistance	Serving It Safe	
Consolidated state performance reporting	Applications, Plans, and Reports: Understanding the Grant Process		
Construction	National Center for Construction Education and Research Certification Workshop		
Construction Technologies	National Center for Construction Education and Research Certification Workshop	Migrant Certification of Eligibility and Identification and Recruitment Training	Migrant Education Program (MEP) Annual Migrant Staff Meeting
Construction Technology Instructors	Construction Technologies	Arizona Association of School Business Officials Compliance Training	Charter School Training
Consumer Education	Career and Personal Success		
Content	Considering a New Mathematics Curricula Seminar		
Cooperative Education	Career and Personal Success		
Counselors	Bullying Intervention Strategies for Counselors		
Cross-Curricular Connections	Implementing the Articulated Social Studies Standard (ASSET)	Mathematics and Science Standards Institute	Adolescent Readers: Teaching Essential Components of Reading
Cross-Curricular Connections	Elements of Effective Reading Lessons: Increasing Vocabulary Knowledge: An Essential Element in Raising Reading Achievement		
Crosswalk	Professional Development Program Teacher Training Seminar		
CTE	Carl Perkins Basic Grant Workshop		
CTE Administrators	Carl Perkins Basic Grant Workshop	Bullying Intervention and Prevention	Summer Prevention Conference
CTE competencies	Web Career Exploration		
CTE Conference	FCCLA Fall Leadership Conference		
CTE Delivery Model	Graphic Communications Best Practices and Curriculum Rollout		
CTE Delivery System	Hospitality Management	FCCLA Fall Leadership Training Camp	FBLA Fall Leadership Conference
CTE Delivery System	Winter Regional Conferences	FBLA State Leadership Conference	Arizona DECA Fall Leadership Conference
CTE Delivery System	Skills USA	Professional Development Program-Teacher Training Seminar	Workforce Development ETPL Workgroup
CTE Delivery System	AME Fall Conference	ADVANCE 3	Career Development Conference
CTE Director	Basic Grant and Data Reporting Workshop		
CTE Health	Health and Community Services		
CTE Nursing Services	Nursing Services Teacher Workshops		
CTE Professional Development	FCCLA Fall Leadership Conference		
CTSO	FBLA The Friend Trap	Web Career Exploration	
Curriculum	Arizona High School Renewal Initiative on Curriculum, Instruction, and Assessment Summit	AIMS Intervention/ Dropout Prevention Data Collection, Analysis and Accountability Workshop	AIMS Intervention/ Dropout Prevention Plan Development and Leadership Responsibilities
Curriculum	Considering a New Mathematics Curricula Seminar	Collaborative Leadership and Professional Learning Communities	Personalizing Your School Environment Summit
Curriculum	Adolescent Readers: Teaching Essential Components of Reading	Number Sense Training of Trainers Academy k-3	Vertex-Edge Graphs Training of Trainers Academy K-8
Curriculum	Differentiated Instruction	Leading Change Institute	Beginning Curriculum Mapping
Curriculum	Advanced Curriculum Mapping	Applied Curriculum Mapping	
Curriculum Coordinator	Skills-Based Health Education	FCCLA Fall Leadership Training Camp	FBLA Fall Leadership Conference
Curriculum Coordinator	Winter Regional Conferences	FBLA State Leadership Conference	Arizona DECA Fall Leadership Conference
Curriculum Coordinator	Skills USA	Professional Development Program-Teacher Training Seminar	Career and Personal Success
Curriculum Coordinator	AME Fall Conference	ADVANCE 3	Career Development Conference
Curriculum Maps	Beginning Curriculum Mapping	Advanced Curriculum Mapping	Applied Curriculum Mapping
Curriculum Matrix	Business Education	Teaching Smarter Not Harder Workshop	
Customer service	High Performance Business Tour for Business Educators	Initial Solution Team Training	Advanced Solution Team Training
Daggett	Teaching/Learning Journey Into Rigor and Relevance		
Dance	See "Art"		
Data	A Data Driven Approach to Continuous Improvement	Early Childhood Assessment Training	Basic Grant and Data Reporting Workshop
Data	Introduction to SAIS		
Data Driven Decision Making	A Data Driven Approach to Continuous Improvement		
Data Reporting	Basic Grant and Data Reporting Workshop		
Data storage system	Health and Community Services		

Data Submittal	Introduction to SAIS		
Data-driven instruction	ELL Leadership Summit		
Dating Violence	Stop the Violence Advisor Training		
DECA	Marketing Education Making the Stage	Arizona English Language Learner Assessment (AZELLA) Training	Arizona K-12 Center "Train the Trainer" Structured English Immersion (SEI) Endorsement Training
DECA	ASSET Online Structured English Immersion Training	Practitioners of English Language Learners (PELL) Monthly Meetings	Provisional Structured English Immersion (SEI) Endorsement Seminar
DECA	Reporting SPED Data To SAIS	SAIS Online	Reconciling Student Membership Data in SAIS
DECA	FCCLA Fall Leadership Conference	Essential Information for SAIS Coordinators	Reporting ELL Data to SAIS
DES	Workforce Development DES Fiscal Training	FCCLA Fall Leadership Training Camp	FBLA Fall Leadership Conference
Design	American Design and Drafting Association Certification Workshop	Drafting Design Technology	
Designers	Interior Design Update		
Diagnostic	Toyota Motors Update		
Differentiated Instruction	Differentiated Instruction	Elements of Effective Reading Lessons: Increasing Vocabulary Knowledge: An Essential Element in Raising Reading Achievement	
Digital Storage Oscilloscopes	General Motors Update		
Discipline	Preventing Discipline in the Classroom	Struggling Adolescent Readers	
Discipline Problems	Preventing Discipline in the Classroom	Differentiated Instruction	
Discrete Mathematics	Vertex-Edge Graphs Training of Trainers Academy K-8	Systematic Listing and Counting with Connections to Algebra and Probability Training of Trainers Academy k-12	
Disruptive	Preventing Discipline in the Classroom	Struggling Adolescent Readers	
District Arts Coordinators	Superintendent Horne's Arts Education Initiative Evaluation Reporting	Superintendent Horne's Arts Education Initiative Grant Meeting	Superintendent Horne's Arts Education Initiative Promising Practices Review
District Arts Coordinators	Advocating for Arts Education at the Local Level	Art Standard Implementation- an Overview	Creating Arts Assessments: Models and Means
District Arts Coordinators	District Arts Coordinators Quarterly Meeting	Overview of Arts Education from the State Perspective	University Arts Education Faculty Biannual Meeting
District Arts Coordinators	Compliance with Arizona's Gifted Education Mandate		
Diversity	Classroom Management		
Drafting	American Design and Drafting Association Certification Workshop	Drafting Design Technology	
Drafting certification	American Design and Drafting Association Certification Workshop		
Drafting Instructors	Drafting Design Technology		
Dropout Grant	Technical Assistance with Indian Education Components	Arizona Indian Education Association (AIEA)	BIA AIMS Testing Workshops
Dropout Grant	Johnson O'Malley Programs (JOM) Sub-contractor's Annual Meeting		
Dropout initiatives	See "Dropout Grant"		
Dropout Prevention	Arizona High School Renewal Initiative on Curriculum, Instruction, and Assessment Summit	AIMS Intervention/ Dropout Prevention Data Collection, Analysis and Accountability Workshop	AIMS Intervention/ Dropout Prevention Plan Development and Leadership Responsibilities
Dropout Prevention	Arizona High School Renewal Initiative on Curriculum, Instruction, and Assessment Summit	Collaborative Leadership and Professional Learning Communities	Personalizing Your School Environment Summit
Dropout Prevention	Differentiated Instruction		
Drug Prevention	Summer Prevention Conference	School Safety Program Administrator Training	
Early Childhood	3 rd Annual Early Learning Conference	Arizona Early Learning Standards	Early Childhood Assessment Training
Early Childhood	Early Childhood Environmental Rating Scale Revised (ECERS-R)	Early Childhood Block Grant Program Evaluation	Collaborating for Success-Creating Inclusive Learning Environments
Early Childhood	A Team Approach to Transition from Early Intervention to Early Childhood Special Education and Transition to School-Aged Services		
Education	Marketing Education Making the Stage	Leading Change Institute	Differentiated Instruction
Education	Adolescent Readers: Teaching Essential Components of Reading	Elements of Effective Reading Lessons: Increasing Vocabulary Knowledge: An Essential Element in Raising Reading Achievement	
Education Professions Teachers	Curriculum Training for Education Professions Program		
Educational Interruption	Annual Migrant Education Program Coordinators Meeting	Migrant Certification of Eligibility and Identification and Recruitment Training	Migrant Education Program (MEP) Annual Migrant Staff Meeting
Educational Interruption	State Migrant Parent Advisory Council (SMPAC)		

Electrical	Ford Basic Electrical Class		
Electronic Journalism	Take the Adventure ... Learn from Your Peers and Explore the Possibilities with Radio/Television Technology		
Elementary Teaching Strategies	Social Studies Standard: What Teachers Need to Know and be Able to Teach	Teacher EXPOs	Elements of Effective Reading Lessons: Increasing Vocabulary Knowledge: An Essential Element in Raising Reading Achievement
Eligible Training Provider	Workforce Development ETPL Workgroup		
Embedded Intervention	Implementing the National Individualizing Preschool Inclusion Project		
Emergency Hurricane Relief	Homeless Liaison Institute	McKinney-Vento Homeless Education Orientation	
Emergency Management	Multi-Hazard Safety Programs for Schools		
Emergency Response Plans	Multi-Hazard Safety Programs for Schools		
Emissions testing	Toyota Motors Update		
Employability skills	Real Game Series Facilitator Workshops		
Employability skills	Professional Development Program Teacher Training Seminar		
English Language Learner (ELL)	ELL Leadership Summit	Arizona English Language Learner Assessment (AZELLA) Training	Arizona K-12 Center "Train the Trainer" Structured English Immersion (SEI) Endorsement Training
English Language Learner (ELL)	ASSET Online Structured English Immersion Training	Practitioners of English Language Learners (PELL) Monthly Meetings	Provisional Structured English Immersion (SEI) Endorsement Seminar
English Language Learner (ELL)	Reporting ELL Data to SAIS		
Epstein's Six Types	Involving Families in School Based Prevention Programs	Workforce Development ETPL Workgroup	Workforce Development Training Expo
E-Rate	Statewide E-Rate Training Workshops		
Essential Questions	Science Standard and Backward Design Model	Unwrapping the Science Standard and the Backward Design Model k-12 (ASSET)	K-8 Physical Science: Concept 1
Euler Path/ Circuit	Vertex-Edge Graphs Training of Trainers Academy K-8		
Expectations	Classroom Management	Leading Change Institute	Adolescent Readers: Teaching Essential Components of Reading
Experiencing Education	Curriculum Training for Education Professions Program	Differentiated Instruction	Adolescent Readers: Teaching Essential Components of Reading
Expo	Workforce Development Training Expo		
Facilitator	Real Game Series Facilitator Workshops		
Faculty	Superintendent Horne's Arts Education Initiative Evaluation Reporting	Superintendent Horne's Arts Education Initiative Grant Meeting	Superintendent Horne's Arts Education Initiative Promising Practices Review
Faculty	Advocating for Arts Education at the Local Level	Art Standard Implementation- an Overview	Creating Arts Assessments: Models and Means
Faculty	District Arts Coordinators Quarterly Meeting	Overview of Arts Education from the State Perspective	University Arts Education Faculty Biannual Meeting
Faculty	Compliance with Arizona's Gifted Education Mandate		
Fall Conference	FCCLA Fall Leadership Conference	FCCLA Fall Leadership Training Camp	FBLA Fall Leadership Conference
Fall Conference	Winter Regional Conferences	FBLA State Leadership Conference	Arizona DECA Fall Leadership Conference
Fall Conference	AME Fall Conference	ADVANCE 3	Career Development Conference
Fall Conference	Skills USA	Professional Development Program-Teacher Training Seminar	
Fall Process Workshop	Title I Fall Process Workshop		
Family and Consumer Science Teachers	Career and Personal Success		
Family and Consumer Sciences	Hospitality Management		
Family and Consumer Sciences	Interior Design Update		
Family Involvement	Involving Families in School Based Prevention Programs	Leading Change Institute	
Family Services	21 st Century Community Learning Center Grants		
Family, Career and Community Leaders of America	FCCLA Fall Leadership Conference	FCCLA Fall Leadership Training Camp	FBLA Fall Leadership Conference
Family, Career and Community Leaders of America	Winter Regional Conferences	FBLA State Leadership Conference	Arizona DECA Fall Leadership Conference
Family, Career and Community Leaders of America	AME Fall Conference	ADVANCE 3	Career Development Conference
Family, Career and Community Leaders of America	Skills USA	Professional Development Program-Teacher Training Seminar	

FBLA	See "Family, Career, and Community Leaders of America"		
FCCLA	FCCLA Fall Leadership Conference	FCCLA Fall Leadership Training Camp	FBLA Fall Leadership Conference
FCCLA	Winter Regional Conferences	FBLA State Leadership Conference	Arizona DECA Fall Leadership Conference
FCCLA	AME Fall Conference	ADVANCE 3	Career Development Conference
FCCLA	Skills USA	Professional Development Program-Teacher Training Seminar	FBLA The Friend Trap
FCCLA	Web Career Exploration	New Business Teacher Workshop Series	
Federal	Carl Perkins Basic Grant Workshop		
Federal legislation	ELL Leadership Summit	Arizona English Language Learner Assessment (AZELLA) Training	Arizona K-12 Center "Train the Trainer" Structured English Immersion (SEI) Endorsement Training
Federal legislation	ASSET Online Structured English Immersion Training	Practitioners of English Language Learners (PELL) Monthly Meetings	Provisional Structured English Immersion (SEI) Endorsement Seminar
Feedback	Teach For Success: Classroom Observation Protocol		
Field experience	Curriculum Training for Education Professions Program		
Financial Report	Arizona Nutrition Standards	Business Track and A+ School Lunch	CNP Annual Financial Report
Financial Report	Commodity Ordering Web-based Training	Computer Track	Contracting with Food Services Management Companies
Financial Report	Nutrition Track and A+ School Lunch	Nutrition Education for Schools	Preparing for Your Administrative Review
Financial Report	Provision 2 and 3 (Special Assistance	Serving It Safe	
First year of teaching	Preventing Discipline in the Classroom		
Fiscal Applications	MEGA Conference	NCLB Coordinators Spring Meeting	ASIP and School Wide Plan Integration
Fiscal Applications	NCLB Program Quality and Evaluation	School-Wide Program Development	Targeted Assistance Programs
Fiscal Applications	Using Standards and Adaptations for Institutional Educators to Build Student Academic Capability	What Does Scientifically Based Research Mean?	NCLB Consolidated Fiscal Application Training
Fiscal Applications	NCLB Consolidated Plan Training	NCLB Six-Year Cycle Monitoring	Private School Services
Fiscal Applications	State Tutoring Program	Supplemental Education Services (SES)	
Fiscal Management	Workforce Development DES Fiscal Training		
Food Service Management Companies	Arizona Nutrition Standards	Business Track and A+ School Lunch	CNP Annual Financial Report
Food Service Management Companies	Commodity Ordering Web-based Training	Computer Track	Contracting with Food Services Management Companies
Food Service Management Companies	Nutrition Track and A+ School Lunch	Nutrition Education for Schools	Preparing for Your Administrative Review
Food Service Management Companies	Provision 2 and 3 (Special Assistance	Serving It Safe	
Ford Motor Company	Ford Basic Electrical Class		
Forensics	Forensics! What Are We Teaching		
Four Seasons Resort	Hospitality Management		
Four-Color Theorem	Vertex-Edge Graphs Training of Trainers Academy K-8		
Friend Trap	FBLA The Friend Trap		
Front of the house	Hospitality Management		
Functional Intervention	Implementing the National Individualizing Preschool Inclusion Project		
Funding	Superintendent Horne's Arts Education Initiative Evaluation Reporting	Superintendent Horne's Arts Education Initiative Grant Meeting	Superintendent Horne's Arts Education Initiative Promising Practices Review
Funding	Advocating for Arts Education at the Local Level	Art Standard Implementation- an Overview	Creating Arts Assessments: Models and Means
Funding	District Arts Coordinators Quarterly Meeting	Overview of Arts Education from the State Perspective	University Arts Education Faculty Biannual Meeting
Funding	Compliance with Arizona's Gifted Education Mandate		
Fundraiser	Family Careers and Community Leaders of America		
Future Business Leaders of America	AME Fall Conference	ADVANCE 3	Career Development Conference
Future Business Leaders of America	Winter Regional Conferences	FBLA State Leadership Conference	Arizona DECA Fall Leadership Conference
Future Business Leaders of America	FCCLA Fall Leadership Conference	FCCLA Fall Leadership Training Camp	FBLA Fall Leadership Conference
Future Business Leaders of America	Skills USA	Professional Development Program-Teacher Training Seminar	
GC	Graphic Communications Best Practices and Curriculum Rollout		
Gender equity	Counselors Academy		
General Motors	General Motors Update		

Get Real	Real Game Series Facilitator Workshops		
Gifted and Talented	Advanced Placement Incentive Program (APIP) Grant	Developing a Comprehensive Gifted Education Program	Advanced Placement and International Baccalaureate Coursework: Are they making a Difference for Gifted Students?
Gifted and Talented	Growing Your Advanced Placement/International Baccalaureate (AP/IB) Program		
Gifted Education	See "Gifted and Talented"		
GME	Grants Management Basics		
Grading	Advanced Placement Incentive Program (APIP) Grant	Developing a Comprehensive Gifted Education Program	Advanced Placement and International Baccalaureate Coursework: Are they making a Difference for Gifted Students?
Grading	Growing Your Advanced Placement/International Baccalaureate (AP/IB) Program		
Grant Applications	CCLC Grant Application Training	Enhancing Education Through Technology Discretionary Grant Application Training	Ed Tech Discretionary Grant Proposal Review Training
Grant Eligibility	CCLC Grant Application Training	Enhancing Education Through Technology Discretionary Grant Application Training	Ed Tech Discretionary Grant Proposal Review Training
Grant Implementation	21 st Century Community Learning Center Grants	Ed Tech Discretionary Sub-Grantee Accountability Workshop	
Grant Management	21 st Century Community Learning Center Grants	Applications, Plans, and Reports: Understanding the Grant Process	Arizona Association of School Business Officials Compliance Training
Grant Management	Charter School Training		
Grants	Grants Management Basics	Applications, Plans, and Reports: Understanding the Grant Process	Enhancing Education Through Technology Discretionary Grant Application Training
Grants	Ed Tech Discretionary Grant Proposal Review Training	Ed Tech Discretionary Sub-Grantee Accountability Workshop	Carl Perkins Basic Grant Workshop
Grants	Basic Grant and Data Reporting Workshop	Early Childhood Block Grant Program Evaluation	Advanced Placement Incentive Program (APIP) Grant
Grants	Developing a Comprehensive Gifted Education Program	Advanced Placement and International Baccalaureate Coursework: Are they making a Difference for Gifted Students?	Growing Your Advanced Placement/International Baccalaureate (AP/IB) Program
Graphic Art	Graphic Communications Best Practices and Curriculum Rollout		
Graphic Design	See "Graphic Art"		
Hamilton Path/ Circuit	Vertex-Edge Graphs Training of Trainers Academy K-8		
Head Start	SAIS Online		
Health	Reducing the Risk	Skills-Based Health Education	
Health and Safety	OSHA Workshop		
Health careers	Nursing Services Teacher Workshops	Allied Health Teacher Workshop	National Model for Successful Community Partnerships & Small Learning Communities
Health Careers Education	Allied Health Teacher Workshop		
Healthcare teachers	National Model for Successful Community Partnerships & Small Learning Communities		
High Expectations	Preventing Discipline in the Classroom		
High performing business	High Performance Business Tour for Business Educators		
High School Renewal	Arizona High School Renewal Initiative on Curriculum, Instruction, and Assessment Summit	AIMS Intervention/ Dropout Prevention Data Collection, Analysis and Accountability Workshop	AIMS Intervention/ Dropout Prevention Plan Development and Leadership Responsibilities
High School Renewal	Personalizing Your School Environment Summit	Collaborative Leadership and Professional Learning Communities	
Highly Qualified Native Teachers	Technical Assistance with Indian Education Components	Arizona Indian Education Association (AIEA)	BIA AIMS Testing Workshops
Highly Qualified Native Teachers	Johnson O'Malley Programs (JOM) Sub-contractor's Annual Meeting		
High-rigor knowledge	Teaching/Learning Journey Into Rigor and Relevance		
HIV Prevention	Reducing the Risk		
Homeless	Homeless Liaison Institute	McKinney-Vento Homeless Education Orientation	
Homeless Grants	See "Homeless"		
Homeless Liaison	See "Homeless"		
Homeless Program Eligibility	See "Homeless"		
HOSA	Nursing Services Teacher Workshops	Allied Health Teacher Workshop	
Hospitality	Hospitality Management		

ICTP	National Center for Construction Education and Research Certification Workshop		
Identification and Recruitment (ID&R)	Annual Migrant Education Program Coordinators Meeting	Migrant Certification of Eligibility and Identification and Recruitment Training	Migrant Education Program (MEP) Annual Migrant Staff Meeting
Identification and Recruitment (ID&R)	State Migrant Parent Advisory Council (SMPAC)		
Identifying Behavior Problems	Classroom Management		
Impact Aid	Aid Workshop		
Inclusive Practices	Implementing the National Individualizing Preschool Inclusion Project		
Indian/ Native American	Technical Assistance with Indian Education Components	Arizona Indian Education Association (AIEA)	BIA AIMS Testing Workshops
Indian/ Native American	Johnson O'Malley Programs (JOM) Sub-contractor's Annual Meeting		
Indian Ed	See "Indian/Native American"		
Indian Education	See "Indian/Native American"		
Induction	Agriscience New Teacher Induction and Training		
Industrial classrooms	OSHA Workshop		
Industrial Manufacturing	Master CAM Workshop		
Industrial Technology teachers	Arizona Educator Proficiency Assessments Workshop	OSHA Workshop	Power Point in the Classroom
Industry trends	Information Technology		
Information Technology	Information Technology		
Innovative and Exemplary	Arizona High School Renewal Initiative on Curriculum, Instruction, and Assessment Summit	AIMS Intervention/ Dropout Prevention Data Collection, Analysis and Accountability Workshop	AIMS Intervention/ Dropout Prevention Plan Development and Leadership Responsibilities
Innovative and Exemplary	Personalizing Your School Environment Summit	Collaborative Leadership and Professional Learning Communities	
In-service	Preventing Discipline in the Classroom		
Instruction	Advanced Placement Incentive Program (APIP) Grant	Developing a Comprehensive Gifted Education Program	Advanced Placement and International Baccalaureate Coursework: Are they making a Difference for Gifted Students?
Instruction	Growing Your Advanced Placement/International Baccalaureate (AP/IB) Program	Improving Instructional Quality: The Key to Ensuring Student Success	Differentiated Instruction
Instruction	AIMS Intervention/ Dropout Prevention Plan Development and Leadership Responsibilities	Arizona High School Renewal Initiative on Curriculum, Instruction, and Assessment Summit	Collaborative Leadership and Professional Learning Communities
Instruction	Improving Instructional Quality: The Key to Ensuring Student Success	Personalizing Your School Environment Summit	AIMS Intervention/ Dropout Prevention Data Collection, Analysis and Accountability Workshop
Instructional Delivery	Classroom Management	Improving Instructional Quality: The Key to Ensuring Student Success	Differentiated Instruction
Instructional Delivery	Elements of Effective Reading Lessons: Increasing Vocabulary Knowledge: An Essential Element in Raising Reading Achievement		
Instructor Certification Program	National Center for Construction Education and Research Certification Workshop		
Integrate academics	Take the Adventure ... Learn from Your Peers and Explore the Possibilities with Radio/Television Technology		
Integrated Specialized Services	Implementing the National Individualizing Preschool Inclusion Project		
Integration	Implementing the Articulated Social Studies Standard (ASSET)	Unwrapping the Science Standard and the Backward Design Model k-12 (ASSET)	
Inter Tribal Council of Arizona	See "Indian/Native American"		
Interactive Digital Media	Take the Adventure ... Learn from Your Peers and Explore the Possibilities with Radio/Television Technology		
Interior Design	Interior Design Update		
International Baccalaureate	Advanced Placement Incentive Program (APIP) Grant	Developing a Comprehensive Gifted Education Program	Advanced Placement and International Baccalaureate Coursework: Are they making a Difference for Gifted Students?
International Baccalaureate	Growing Your Advanced Placement/International Baccalaureate (AP/IB) Program		
International Center for Leadership in Education	Business Education	Teaching Smarter Not Harder Workshop	
Internet Safety	Stop the Violence Advisor Training		
Internships	Hospitality Management		

Interventions	Research Based Summer School	Adolescent Readers: Teaching Essential Components of Reading	
Intimidation	Bullying Intervention Strategies for Counselors	Bullying Intervention and Prevention	
IT	Information Technology		
Johnson-O'Malley	See "Indian/Native American"		
JOM	See "Indian/Native American"		
Journey	Teaching/Learning Journey Into Rigor and Relevance		
Kindergarten	3 rd Annual Early Learning Conference	Arizona Early Learning Standards	Early Childhood Assessment Training
Kindergarten	Early Childhood Environmental Rating Scale Revised (ECERS-R)	Early Childhood Block Grant Program Evaluation	Implementing the National Individualizing Preschool Inclusion Project
Kindergarten	Collaborating for Success-Creating Inclusive Learning Environments	A Team Approach to Transition from Early Intervention to Early Childhood Special Education and Transition to School-Aged Services	
Lab	General Motors Update		
Labels	State Intervention Student Achievement Turnaround Forum	AZLEARNS Appeal Workshop	Initial Solution Team Training
Labels	Advanced Solution Team Training		
Labor Management	Arizona Nutrition Standards	Business Track and A+ School Lunch	CNP Annual Financial Report
Labor Management	Commodity Ordering Web-based Training	Computer Track	Contracting with Food Services Management Companies
Labor Management	Nutrition Track and A+ School Lunch	Nutrition Education for Schools	Preparing for Your Administrative Review
Labor Management	Provision 2 and 3 (Special Assistance	Serving It Safe	
Language & Literacy Standard	Arizona Early Learning Standards	Early Childhood Environmental Rating Scale- Revised (ECERS-R)	
Law	Forensics! What Are We Teaching		
Law and Public Safety Programs	Forensics! What Are We Teaching		
Law Related Education	School Safety Law-Related Education		
Law, public safety and security instructors	Forensics! What Are We Teaching		
Leadership	Arizona High School Renewal Initiative on Curriculum, Instruction, and Assessment Summit	AIMS Intervention/ Dropout Prevention Data Collection, Analysis and Accountability Workshop	AIMS Intervention/ Dropout Prevention Plan Development and Leadership Responsibilities
Leadership	A Data Driven Approach to Continuous Improvement	Collaborative Leadership and Professional Learning Communities	Personalizing Your School Environment Summit
Leadership	Mathematics and Science Standards Institute	Number Sense Training of Trainers Academy k-3	Family Careers and Community Leaders of America
Leadership	Advanced Placement Incentive Program (APIP) Grant	Growing Your Advanced Placement/International Baccalaureate (AP/IB) Program	Advanced Placement and International Baccalaureate Coursework: Are they making a Difference for Gifted Students?
Leadership	Developing a Comprehensive Gifted Education Program	Leading Change Institute	
Leadership	Teach For Success: Classroom Observation Protocol	Beginning Curriculum Mapping	Advanced Curriculum Mapping
Leadership	Applied Curriculum Mapping		
Leadership Camp	FCCLA Fall Leadership Conference	FCCLA Fall Leadership Training Camp	FBLA Fall Leadership Conference
Leadership Camp	Winter Regional Conferences	FBLA State Leadership Conference	Arizona DECA Fall Leadership Conference
Leadership Camp	State Intervention Student Achievement Turnaround Forum	AME Fall Conference	ADVANCE 3
Leadership Camp	Career Development Conference	Skills USA	Professional Development Program-Teacher Training Seminar
Leadership Event	Chapter Management Institute		
Leadership Models	Arizona High School Renewal Initiative on Curriculum, Instruction, and Assessment Summit	AIMS Intervention/ Dropout Prevention Data Collection, Analysis and Accountability Workshop	AIMS Intervention/ Dropout Prevention Plan Development and Leadership Responsibilities
Leadership Models	Personalizing Your School Environment Summit	Collaborative Leadership and Professional Learning Communities	
Learning	Teaching/Learning Journey Into Rigor and Relevance	Differentiated Instruction	
Learning Plan	Classroom Management		
Least Restrictive Environments (LRE)	Collaborating for Success-Creating Inclusive Learning Environments		
Life Knowledge	Life Knowledge Curriculum and Assessments Training		
LifeSmarts	Career and Personal Success		
Likert Scale	Business Education		
Literature Connections	Number Sense Training of Trainers Academy k-3	Adolescent Readers: Teaching Essential Components of Reading	

LRE curriculum	School Safety Law-Related Education		
L.VIA	Workforce Development Rapid Response Workshop		
Machine tools	Master CAM Workshop	Woodworking	
Maintenance of effort	Applications, Plans, and Reports: Understanding the Grant Process	Arizona Association of School Business Officials Compliance Training	Charter School Training
Make It Real	Real Game Series Facilitator Workshops		
Management	Classroom Management	Hospitality Management	
Manufacturing Industries	Woodworking		
Manufacturing Instructors	Master CAM Workshop		
Mapping	Beginning Curriculum Mapping	Advanced Curriculum Mapping	Applied Curriculum Mapping
Marketing	Marketing Education Making the Stage		
Marzano Conference	Title I School Improvement: What Works in Schools Conference		
Master CAM	Master CAM Workshop		
Mastery learning	Teaching/Learning Journey Into Rigor and Relevance		
Materials and Resources	Teacher EXPOs		
Mathematics	Mathematics and Science Standards Institute	Number Sense Training of Trainers Academy k-3	Vertex-Edge Graphs Training of Trainers Academy K-8
Mathematics	Systematic Listing and Counting with Connections to Algebra and Probability Training of Trainers Academy k-12	Considering a New Mathematics Curricula Seminar	
Matter	K-8 Physical Science: Concept 1		
McKinney-Vento	Homeless Liaison Institute	McKinney-Vento Homeless Education Orientation	
Mega Conference	MEGA Conference	NCLB Coordinators Spring Meeting	ASIP and School Wide Plan Integration
Mega Conference	NCLB Program Quality and Evaluation	School-Wide Program Development	Targeted Assistance Programs
Mega Conference	Using Standards and Adaptations for Institutional Educators to Build Student Academic Capability	What Does Scientifically Based Research Mean?	NCLB Consolidated Fiscal Application Training
Mega Conference	NCLB Consolidated Plan Training	NCLB Six-Year Cycle Monitoring	Private School Services
Mega Conference	State Tutoring Program	Supplemental Education Services (SES)	
Methods	Preventing Discipline in the Classroom	Classroom Management	Differentiated Instruction
Migrant	Annual Migrant Education Program Coordinators Meeting	Migrant Certification of Eligibility and Identification and Recruitment Training	Migrant Education Program (MEP) Annual Migrant Staff Meeting
Migrant	State Migrant Parent Advisory Council (SMPAC)		
Migrant Credit Accrual	See "Migrant"		
Migrant Data Collection	See "Migrant"		
Migrant Eligibility	See "Migrant"		
Migrant Leadership	See "Migrant"		
Migrant Parent Involvement	See "Migrant"		
Modern manufacturing	Woodworking		
Mortar beds	Construction Technologies		
Motivation	Classroom Management	Differentiated Instruction	
Multi-Hazard	Multi-Hazard Safety Programs for Schools		
Multimedia tool	Power Point in the Classroom		
Multiplication Principle	Systematic Listing and Counting with Connections to Algebra and Probability Training of Trainers Academy k-12		
Music	See "Art"		
N or D (Neglected or Delinquent)	MEGA Conference	NCLB Coordinators Spring Meeting	ASIP and School Wide Plan Integration
N or D (Neglected or Delinquent)	NCLB Program Quality and Evaluation	School-Wide Program Development	Targeted Assistance Programs
National Board Certification	MEGA Conference	National Board Certified Leadership Conference	Professional Development Leadership Academy
National Board Certification	Alternative Secondary Path to Certification	Arizona Teacher Performance Assessment (ATPA)	Career Ladder Director Seminar
National Board Certification	Certification Displays at Education Events	Certification Information Sessions	College/University On-site Certification Services
National Board Certification	Highly Qualified Guidance	Highly Qualified Teacher and Attestation and High Objective Uniform State Standard of Evaluation (HOUSSE) Completion	National Board Candidate Subsidy Program
National Board Certification	Nation Board Certification Workshop	Pay for Performance Programs	Professional Preparation Program Approval
National Board Certification	School District Onsite Certification Services	Troops To Teachers Assistance	Troops To Teachers Employment
National Board Certification	Troops To Teacher Recruitment		

National Essential Skills	Teaching Smarter Not Harder Workshop		
National FFA	Life Knowledge Curriculum and Assessments Training		
National model	National Model for Successful Community Partnerships & Small Learning Communities		
National Program	Stop the Violence Advisor Training		
National Youth Service Day	Stop the Violence Advisor Training		
NCCER	National Center for Construction Education and Research Certification Workshop		
NCCER Certification	National Center for Construction Education and Research Certification Workshop		
NCLB	MEGA Conference	NCLB Coordinators Spring Meeting	ASIP and School Wide Plan Integration
NCLB	NCLB Program Quality and Evaluation	School-Wide Program Development	Targeted Assistance Programs
NCLB	Using Standards and Adaptations for Institutional Educators to Build Student Academic Capability	What Does Scientifically Based Research Mean?	NCLB Consolidated Fiscal Application Training
NCLB	NCLB Consolidated Plan Training	NCLB Six-Year Cycle Monitoring	Private School Services
NCLB	State Tutoring Program	Supplemental Education Services (SES)	
NCLB 6 Cycle Monitoring	MEGA Conference	NCLB Coordinators Spring Meeting	ASIP and School Wide Plan Integration
NCLB 6 Cycle Monitoring	NCLB Program Quality and Evaluation	School-Wide Program Development	Targeted Assistance Programs
NCLB 6 Cycle Monitoring	Using Standards and Adaptations for Institutional Educators to Build Student Academic Capability	What Does Scientifically Based Research Mean?	Highly Qualified Teacher and Attestation and High Objective Uniform State Standard of Evaluation (HOSSE) Completion
NCLB 6 Cycle Monitoring	NCLB Consolidated Plan Training	NCLB Six-Year Cycle Monitoring	Private School Services
NCLB 6 Cycle Monitoring	State Tutoring Program	Highly Qualified Guidance	Career Ladder Director Seminar
NCLB 6 Cycle Monitoring	National Board Candidate Subsidy Program	Supplemental Education Services (SES)	National Board Certified Leadership Conference
NCLB 6 Cycle Monitoring	Professional Development Leadership Academy	Alternative Secondary Path to Certification	Arizona Teacher Performance Assessment (ATPA)
NCLB 6 Cycle Monitoring	Troops To Teachers Employment	Certification Displays at Education Events	Certification Information Sessions
NCLB 6 Cycle Monitoring	College/University On-site Certification Services	Troops To Teachers Assistance	NCLB Consolidated Fiscal Application Training
NCLB 6 Cycle Monitoring	Nation Board Certification Workshop	School District Onsite Certification Services	Professional Preparation Program Approval
NCLB 6 Cycle Monitoring	Pay for Performance Programs		
NCLB Consolidated Plans	See "NCLB 6 Cycle Monitoring"		
NCLB Coordinators Spring Meeting	See "NCLB 6 Cycle Monitoring"		
NCLB FISCAL COMPLIANCE	Applications, Plans, and Reports: Understanding the Grant Process	Arizona Association of School Business Officials Compliance Training	Charter School Training
NCLB School Improvement	Title I Fall Process Workshop		
NCLB: Highly Qualified Teacher Requirements	MEGA Conference	National Board Certified Leadership Conference	Professional Development Leadership Academy
NCLB: Highly Qualified Teacher Requirements	Alternative Secondary Path to Certification	Arizona Teacher Performance Assessment (ATPA)	Career Ladder Director Seminar
NCLB: Highly Qualified Teacher Requirements	Certification Displays at Education Events	Certification Information Sessions	College/University On-site Certification Services
NCLB: Highly Qualified Teacher Requirements	Highly Qualified Guidance	Highly Qualified Teacher and Attestation and High Objective Uniform State Standard of Evaluation (HOSSE) Completion	National Board Candidate Subsidy Program
NCLB: Highly Qualified Teacher Requirements	Nation Board Certification Workshop	Pay for Performance Programs	Professional Preparation Program Approval
NCLB: Highly Qualified Teacher Requirements	School District Onsite Certification Services	Troops To Teachers Assistance	Troops To Teacher Recruitment
Needs Assessments	Annual Migrant Education Program Coordinators Meeting	Migrant Certification of Eligibility and Identification and Recruitment Training	Migrant Education Program (MEP) Annual Migrant Staff Meeting
Needs Assessments	State Migrant Parent Advisory Council (SMPAC)		
Network technology	Information Technology		
New teachers	Agriscience New Teacher Induction and Training	Differentiated Instruction	
Nontraditional	Counselors Academy	Elements of Effective Reading Lessons Increasing Vocabulary Knowledge: An Essential Element in Raising Reading Achievement	
NT students	Counselors Academy		
Number Sense	Number Sense Training of Trainers Academy k-3		
Nursing	Nursing Services Teacher Workshops		

Nursing services	Allied Health Teacher Workshop		
Nutrition Education	Arizona Nutrition Standards	Business Track and A+ School Lunch	CNP Annual Financial Report
Nutrition Education	Commodity Ordering Web-based Training	Computer Track	Contracting with Food Services Management Companies
Nutrition Education	Nutrition Track and A+ School Lunch	Nutrition Education for Schools	Preparing for Your Administrative Review
Nutrition Education	Provision 2 and 3 (Special Assistance	Serving It Safe	
OBD I	Toyota Motors Update		
OBD II	Toyota Motors Update		
Occupational Safety and Health	OSHA Workshop		
Office of Special Education Program (OSEP) Requirements	Collaborating for Success-Creating Inclusive Learning Environments		
One-stops	Common Measures Training	Workforce Development ETPL Workgroup	Workforce Development Training Expo
Online training	ELL Leadership Summit	Arizona English Language Learner Assessment (AZELLA) Training	Arizona K-12 Center "Train the Trainer" Structured English Immersion (SEI) Endorsement Training
Online training	ASSET Online Structured English Immersion Training	Practitioners of English Language Learners (PELL) Monthly Meetings	Provisional Structured English Immersion (SEI) Endorsement Seminar
Online training	Unwrapping the Science Standard and the Backward Design Model k-12 (ASSET)		
Operation Sense	Number Sense Training of Trainers Academy k-3		
OSHA	OSHA Workshop		
Parent	Classroom Management	Preventing Discipline in the Classroom	
Parent Involvement	MEGA Conference	NCLB Coordinators Spring Meeting	ASIP and School Wide Plan Integration
Parent Involvement	NCLB Program Quality and Evaluation	School-Wide Program Development	Targeted Assistance Programs
Parent Involvement	Using Standards and Adaptations for Institutional Educators to Build Student Academic Capability	What Does Scientifically Based Research Mean?	NCLB Consolidated Fiscal Application Training
Parent Involvement	NCLB Consolidated Plan Training	NCLB Six-Year Cycle Monitoring	Private School Services
Parent Involvement	State Tutoring Program	Supplemental Education Services (SES)	
Parent training	Advanced Placement Incentive Program (APIP) Grant	Developing a Comprehensive Gifted Education Program	Advanced Placement and International Baccalaureate Coursework: Are they making a Difference for Gifted Students?
Parent training	Growing Your Advanced Placement/International Baccalaureate (AP/IB) Program	Technical Assistance with Indian Education Components	Arizona Indian Education Association (AIEA)
Parent training	BIA AIMS Testing Workshops	Johnson O'Malley Programs (JOM) Sub-contractor's Annual Meeting	
Parents	Superintendent Home's Arts Education Initiative Evaluation Reporting	Superintendent Home's Arts Education Initiative Grant Meeting	Superintendent Home's Arts Education Initiative Promising Practices Review
Parents	Advocating for Arts Education at the Local Level	Art Standard Implementation- an Overview	Creating Arts Assessments: Models and Means
Parents	District Arts Coordinators Quarterly Meeting	Overview of Arts Education from the State Perspective	University Arts Education Faculty Biannual Meeting
Parents	Compliance with Arizona's Gifted Education Mandate		
PASS	Annual Migrant Education Program Coordinators Meeting	Migrant Certification of Eligibility and Identification and Recruitment Training	Migrant Education Program (MEP) Annual Migrant Staff Meeting
PASS	State Migrant Parent Advisory Council (SMPAC)		
Pay For Performance	MEGA Conference	National Board Certified Leadership Conference	Professional Development Leadership Academy
Pay For Performance	Alternative Secondary Path to Certification	Arizona Teacher Performance Assessment (ATPA)	Career Ladder Director Seminar
Pay For Performance	Certification Displays at Education Events	Certification Information Sessions	College/University On-site Certification Services
Pay For Performance	Highly Qualified Guidance	Highly Qualified Teacher and Attestation and High Objective Uniform State Standard of Evaluation (HOUSSE) Completion	National Board Candidate Subsidy Program
Pay For Performance	Nation Board Certification Workshop	Pay for Performance Programs	Professional Preparation Program Approval
Pay For Performance	School District Onsite Certification Services	Troops To Teachers Assistance	Troops To Teachers Employment
Pay For Performance	Troops To Teacher Recruitment		
PDP	FCCLA Fall Leadership Conference	FCCLA Fall Leadership Training Camp	FBLA Fall Leadership Conference
PDP	Winter Regional Conferences	FBLA State Leadership Conference	Arizona DECA Fall Leadership Conference
PDP	AME Fall Conference	ADVANCE 3	Career Development Conference

PDP	Skills USA	Professional Development Program- Teacher Training Seminar	Professional Development Program Teacher Training Seminar
Peer Review	Superintendent Horne's Arts Education Initiative Evaluation Reporting	Superintendent Horne's Arts Education Initiative Grant Meeting	Superintendent Horne's Arts Education Initiative Promising Practices Review
Peer Review	Advocating for Arts Education at the Local Level	Art Standard Implementation- an Overview	Creating Arts Assessments: Models and Means
Peer Review	District Arts Coordinators Quarterly Meeting	Overview of Arts Education from the State Perspective	University Arts Education Faculty Biannual Meeting
Peer Review	Compliance with Arizona's Gifted Education Mandate		
Permutation	Systematic Listing and Counting with Connections to Algebra and Probability Training of Trainers Academy k-12		
Personalization	Arizona High School Renewal Initiative on Curriculum, Instruction, and Assessment Summit	AIMS Intervention/ Dropout Prevention Data Collection, Analysis and Accountability Workshop	AIMS Intervention/ Dropout Prevention Plan Development and Leadership Responsibilities
Personalization	Personalizing Your School Environment Summit	Collaborative Leadership and Professional Learning Communities	
Photo Imaging	Graphic Communications Best Practices and Curriculum Rollout		
Physical Science	K-8 Physical Science: Concept 1		
Placement	Basic Grant and Data Reporting Workshop		
Play Real	Real Game Series Facilitator Workshops		
Policy	Preventing Discipline in the Classroom	CCLC Vision Team	
Positive & Negative Reinforcement	Classroom Management	2006 Power Education Power Conference	Character Education Strategic Planning and Classroom Implementation Workshop
Positive Learning Climate	Classroom Management	Differentiated Instruction	
Power Point	Power Point in the Classroom		
Pregnancy Prevention	Reducing the Risk		
Pre-Kindergarten	3 rd Annual Early Learning Conference	Arizona Early Learning Standards	Early Childhood Assessment Training
Pre-Kindergarten	Early Childhood Environmental Rating Scale Revised (ECERS-R)	Early Childhood Block Grant Program Evaluation	Implementing the National Individualizing Preschool Inclusion Project
Pre-Kindergarten	Collaborating for Success-Creating Inclusive Learning Environments	A Team Approach to Transition from Early Intervention to Early Childhood Special Education and Transition to School-Aged Services	
Preschool	See "Pre-Kindergarten"		
Presentations	Power Point in the Classroom		
Preventing	Preventing Discipline in the Classroom	Struggling Adolescent Readers	
Prevention	Bullying Intervention Strategies for Counselors	Bullying Intervention and Prevention	Skills-Based Health Education
Prevention	Summer Prevention Conference	Involving Families in School Based Prevention Strategies	
Primary Level	3 rd Annual Early Learning Conference	Arizona Early Learning Standards	Early Childhood Assessment Training
Primary Level	Early Childhood Environmental Rating Scale Revised (ECERS-R)	Early Childhood Block Grant Program Evaluation	Implementing the National Individualizing Preschool Inclusion Project
Primary Level	Collaborating for Success-Creating Inclusive Learning Environments	A Team Approach to Transition from Early Intervention to Early Childhood Special Education and Transition to School-Aged Services	
Priority for Services	Annual Migrant Education Program Coordinators Meeting	Migrant Certification of Eligibility and Identification and Recruitment Training	Migrant Education Program (MEP) Annual Migrant Staff Meeting
Priority for Services	State Migrant Parent Advisory Council (SMPAC)		
Probability	Systematic Listing and Counting with Connections to Algebra and Probability Training of Trainers Academy k-12		
Probation Officer	School Safety Law-Related Education	School Safety- Partnering for Success	
Problems	Preventing Discipline in the Classroom	Elements of Effective Reading Lessons: Increasing Vocabulary Knowledge: An Essential Element in Raising Reading Achievement	Struggling Adolescent Readers
Problem-solving	Vertex-Edge Graphs Training of Trainers Academy K-8	Systematic Listing and Counting with Connections to Algebra and Probability Training of Trainers Academy k-12	A Data Driven Approach to Continuous Improvement
Process Standards	Vertex-Edge Graphs Training of Trainers Academy K-8	Systematic Listing and Counting with Connections to Algebra and Probability Training of Trainers Academy k-12	

Professional Development	Arizona High School Renewal Initiative on Curriculum, Instruction, and Assessment Summit	AIMS Intervention/ Dropout Prevention Data Collection, Analysis and Accountability Workshop	AIMS Intervention/ Dropout Prevention Plan Development and Leadership Responsibilities
Professional Development	Personalizing Your School Environment Summit	Collaborative Leadership and Professional Learning Communities	
Professional Development Program Design	MEGA Conference	National Board Certified Leadership Conference	Professional Development Leadership Academy
Professional Development Program Design	Alternative Secondary Path to Certification	Arizona Teacher Performance Assessment (ATPA)	Career Ladder Director Seminar
Professional Development Program Design	Certification Displays at Education Events	Certification Information Sessions	College/University On-site Certification Services
Professional Development Program Design	Highly Qualified Guidance	Highly Qualified Teacher and Attestation and High Objective Uniform State Standard of Evaluation (HOUSSE) Completion	National Board Candidate Subsidy Program
Professional Development Program Design	Nation Board Certification Workshop	Pay for Performance Programs	Professional Preparation Program Approval
Professional Development Program Design	School District Onsite Certification Services	Troops To Teachers Assistance	Troops To Teachers Employment
Professional Development Program Design	Troops To Teacher Recruitment		
Professional Development Program Teacher Training	FCCLA Fall Leadership Conference	FCCLA Fall Leadership Training Camp	FBLA Fall Leadership Conference
Professional Development Program Teacher Training	Winter Regional Conferences	FBLA State Leadership Conference	Arizona DECA Fall Leadership Conference
Professional Development Program Teacher Training	AME Fall Conference	ADVANCE 3	Career Development Conference
Professional Development Program Teacher Training	Skills USA	Professional Development Program-Teacher Training Seminar	
Professional Learning Communities	Arizona High School Renewal Initiative on Curriculum, Instruction, and Assessment Summit	AIMS Intervention/ Dropout Prevention Data Collection, Analysis and Accountability Workshop	AIMS Intervention/ Dropout Prevention Plan Development and Leadership Responsibilities
Professional Learning Communities	Personalizing Your School Environment Summit	Collaborative Leadership and Professional Learning Communities	
Proficiency Assessment	ELL Leadership Summit	Arizona English Language Learner Assessment (AZELLA) Training	Arizona K-12 Center "Train the Trainer" Structured English Immersion (SEI) Endorsement Training
Proficiency Assessment	ASSET Online Structured English Immersion Training	Practitioners of English Language Learners (PELL) Monthly Meetings	Provisional Structured English Immersion (SEI) Endorsement Seminar
Proficiency Standards	See "Proficiency Assessment"		
Program Design	21 st Century Community Learning Center Grants		
Program of Work	Family Careers and Community Leaders of America		
Program Regulations	Arizona Nutrition Standards	Business Track and A+ School Lunch	CNP Annual Financial Report
Program Regulations	Commodity Ordering Web-based Training	Computer Track	Contracting with Food Services Management Companies
Program Regulations	Nutrition Track and A+ School Lunch	Nutrition Education for Schools	Preparing for Your Administrative Review
Program Regulations	Provision 2 and 3 (Special Assistance	Serving It Safe	
Program review	Agroscience Program Review Instruction		
Property of Matter	K-8 Physical Science: Concept 1		
Provision 2 and 3	See "Program Regulations"		
Public relations	Family Careers and Community Leaders of America		
Public Safety	Forensics! What Are We Teaching		
R/TV	Take the Adventure ... Learn from Your Peers and Explore the Possibilities with Radio/Television Technology		
Radio Television	Graphic Communications Best Practices and Curriculum Rollout	Take the Adventure ... Learn from Your Peers and Explore the Possibilities with Radio/Television Technology	
Rapid Response	Workforce Development Rapid Response Workshop		
Reading	LETRS	Foundations of Scientifically Based Reading Instruction	Research Based Summer School

Reading	Adolescent Readers: Teaching Essential Components of Reading	Elements of Effective Reading Lessons, Increasing Vocabulary Knowledge: An Essential Element in Raising Reading Achievement	Struggling Adolescent Readers
Real Game	Real Game Series Facilitator Workshops		
Real world settings	Teaching/Learning Journey Into Rigor and Relevance		
Reasoning and Proof	Vertex-Edge Graphs Training of Trainers Academy K-8	Systematic Listing and Counting with Connections to Algebra and Probability Training of Trainers Academy k-12	
Record Keeping	Classroom Management		
Refugee	Annual Refugee Coordinators Meeting	Arizona Refugee Resettlement Annual Meeting/Conference	Quarterly Refugee Education/Social Service Agency Meetings
Refugee Program	See "Refugee"		
Refugee Services	See "Refugee"		
Refugee Social	See "Refugee"		
Regional Fall Conferences	See "Fall Conference"		
Relationships	Arizona High School Renewal Initiative on Curriculum, Instruction, and Assessment Summit	AIMS Intervention/ Dropout Prevention Data Collection, Analysis and Accountability Workshop	AIMS Intervention/ Dropout Prevention Plan Development and Leadership Responsibilities
Relationships	Personalizing Your School Environment Summit	Collaborative Leadership and Professional Learning Communities	
Relevancy	See "Relationships"		
Renewal	See "Relationships"		
Representation	Vertex-Edge Graphs Training of Trainers Academy K-8		
Research	Advanced Placement Incentive Program (APIP) Grant	Developing a Comprehensive Gifted Education Program	Advanced Placement and International Baccalaureate Coursework: Are they making a Difference for Gifted Students?
Research	Growing Your Advanced Placement/International Baccalaureate (AP/IB) Program		
Research-based	ELL Leadership Summit	Arizona English Language Learner Assessment (AZELLA) Training	Arizona K-12 Center "Train the Trainer" Structured English Immersion (SEI) Endorsement Training
Research-based	ASSET Online Structured English Immersion Training	Practitioners of English Language Learners (PELL) Monthly Meetings	Provisional Structured English Immersion (SEI) Endorsement Seminar
Research-based	Also see "Best Practices"		
Residential	Interior Design Update		
Respect	Preventing Discipline in the Classroom		
Reviews	Arizona Nutrition Standards	Business Track and A+ School Lunch	CNP Annual Financial Report
Reviews	Commodity Ordering Web-based Training	Computer Track	Contracting with Food Services Management Companies
Reviews	Nutrition Track and A+ School Lunch	Nutrition Education for Schools	Preparing for Your Administrative Review
Rigor	Arizona High School Renewal Initiative on Curriculum, Instruction, and Assessment Summit	AIMS Intervention/ Dropout Prevention Data Collection, Analysis and Accountability Workshop	AIMS Intervention/ Dropout Prevention Plan Development and Leadership Responsibilities
Rigor	Personalizing Your School Environment Summit	Collaborative Leadership and Professional Learning Communities	
Rigor and relevance	High Performance Business Tour for Business Educators		
Rigorous Coursework	Advanced Placement Incentive Program (APIP) Grant	Developing a Comprehensive Gifted Education Program	Advanced Placement and International Baccalaureate Coursework: Are they making a Difference for Gifted Students?
Rigorous Coursework	Growing Your Advanced Placement/International Baccalaureate (AP/IB) Program		
Rigorous Curriculum	See "Rigorous Coursework"		
Role playing	Real Game Series Facilitator Workshops		
Room Arrangement	Classroom Management		
Rules	Preventing Discipline in the Classroom		
SAIS	Introduction to SAIS	Essential Information for SAIS Coordinators	Reporting ELL Data to SAIS
SAIS	Reporting SPED Data To SAIS	SAIS Online	Reconciling Student Membership Data in SAIS
SAIS	Wrapping up the Year in SAIS		
SBR –Scientifically Based Research	MEGA Conference	NCLB Coordinators Spring Meeting	ASIP and School Wide Plan Integration
SBR –Scientifically Based Research	NCLB Program Quality and Evaluation	School-Wide Program Development	Targeted Assistance Programs

SBR –Scientifically Based Research	Using Standards and Adaptations for Institutional Educators to Build Student Academic Capability	What Does Scientifically Based Research Mean?	NCLB Consolidated Fiscal Application Training
SBR –Scientifically Based Research	NCLB Consolidated Plan Training	NCLB Six-Year Cycle Monitoring	Private School Services
SBR –Scientifically Based Research	State Tutoring Program	Supplemental Education Services (SES)	Also See "Best Practices"
SCANS	Real Game Series Facilitator Workshops		
School climate	Arizona High School Renewal Initiative on Curriculum, Instruction, and Assessment Summit	AIMS Intervention/ Dropout Prevention Data Collection, Analysis and Accountability Workshop	AIMS Intervention/ Dropout Prevention Plan Development and Leadership Responsibilities
School climate	Personalizing Your School Environment Summit	Collaborative Leadership and Professional Learning Communities	
School Improvement	Title I Fall Process Workshop	Title I School Improvement: What Works In Schools Conference	Struggling Adolescent Readers
School Improvement	A Data Driven Approach to Continuous Improvement	State Intervention Student Achievement Turnaround Forum	AZLEARNS Appeal Workshop
School Improvement	Initial Solution Team Training	Advanced Solution Team Training	Arizona School Improvement Training
School Resource Officer	School Safety Law-Related Education	School Safety- Partnering for Success	
School Safety	Bullying Intervention Strategies for Counselors	Bullying Intervention and Prevention	Multi-Hazard Safety Programs for Schools
School Safety	School Safety Program Administrator Training		
Schoolwide (SW)	MEGA Conference	NCLB Coordinators Spring Meeting	ASIP and School Wide Plan Integration
Schoolwide (SW)	NCLB Program Quality and Evaluation	School-Wide Program Development	Targeted Assistance Programs
Schoolwide (SW)	Using Standards and Adaptations for Institutional Educators to Build Student Academic Capability	What Does Scientifically Based Research Mean?	NCLB Consolidated Fiscal Application Training
Schoolwide (SW)	NCLB Consolidated Plan Training	NCLB Six-Year Cycle Monitoring	Supplemental Education Services (SES)
Schoolwide (SW)	State Tutoring Program	Private School Services	
Science	Teacher EXPOs	Science Standard and Backward Design Model	Unwrapping the Science Standard and the Backward Design Model k-12 (ASSET)
Science	K-8 Physical Science: Concept 1		
Science Standards	Teacher EXPOs	Science Standard and Backward Design Model	Unwrapping the Science Standard and the Backward Design Model k-12 (ASSET)
SDS/2 Structural Steel Detailing	Drafting Design Technology		
Secondary Certification	Arizona Educator Proficiency Assessments Workshop		
Self Control	Classroom Management		
Seminar	Chapter Management Institute		
Services and Products	Teacher EXPOs		
Serving it Safe	See "Nutritional Education"		
Shared Resources	CCLC Network Meeting	Improving Instructional Quality: The Key to Ensuring Student Success	
Shop	General Motors Update		
Shortest Path	Vertex-Edge Graphs Training of Trainers Academy K-8		
similar schools	Determined to Succeed		
SkillsUSA	FCCLA Fall Leadership Conference	FCCLA Fall Leadership Training Camp	FBLA Fall Leadership Conference
SkillsUSA	Winter Regional Conferences	FBLA State Leadership Conference	Arizona DECA Fall Leadership Conference
SkillsUSA	AME Fall Conference	ADVANCE 3	Career Development Conference
SkillsUSA	Skills USA	Professional Development Program- Teacher Training Seminar	Take the Adventure ... Learn from Your Peers and Explore the Possibilities with Radio/Television Technology
SkillsUSA	Professional Development Program Teacher Training Seminar	Information Technology	Chapter Management Institute
Small Learning Communities	National Model for Successful Community Partnerships & Small Learning Communities		
Smarter	Teaching Smarter Not Harder Workshop	Differentiated Instruction	
Social Dynamics	Classroom Management	Differentiated Instruction	
Social Emotional Standard	Arizona Early Learning Standards	Early Childhood Environmental Rating Scale- Revised (ECERS-R)	
Social Studies	Introducing the Social Studies Standard	Social Studies Standard: What Teachers Need to Know and be Able to Teach	Implementing the Articulated Social Studies Standard (ASSET)
Social Studies Content	Social Studies Standard: What Teachers Need to Know and be Able to Teach	Implementing the Articulated Social Studies Standard (ASSET)	

Social Studies Resources	Introducing the Social Studies Standard	Social Studies Standard: What Teachers Need to Know and be Able to Teach	Implementing the Articulated Social Studies Standard (ASSET)
Social Studies Standard	See "Social Studies Resources"		
Social Studies Teaching Methods	Social Studies Standard: What Teachers Need to Know and be Able to Teach	Implementing the Articulated Social Studies Standard (ASSET)	
Softplan 13 Architectural Design	Drafting Design Technology		
Software development	Information Technology		
Solutions	Preventing Discipline in the Classroom	A Data Driven Approach to Continuous Improvement	Initial Solution Team Training
Solutions	Advanced Solution Team Training		
Space Camp	Annual Migrant Education Program Coordinators Meeting	Migrant Certification of Eligibility and Identification and Recruitment Training	Migrant Education Program (MEP) Annual Migrant Staff Meeting
Space Camp	State Migrant Parent Advisory Council (SMPAC)		
Specific populations	Determined to Succeed	Differentiated Instruction	Struggling Adolescent Readers
SPED	Reporting SPED Data To SAIS		
Spring Leadership	Family Careers and Community Leaders of America		
Stage	Marketing Education Making the Stage		
Standards	Introducing the Social Studies Standard	Social Studies Standard: What Teachers Need to Know and be Able to Teach	Implementing the Articulated Social Studies Standard (ASSET)
Standards	Superintendent Horne's Arts Education Initiative Evaluation Reporting	Superintendent Horne's Arts Education Initiative Grant Meeting	Superintendent Horne's Arts Education Initiative Promising Practices Review
Standards	Leading Change Institute	Teach For Success: Classroom Observation Protocol	Improving Instructional Quality: The Key to Ensuring Student Success
Standards	Overview of Arts Education from the State Perspective	University Arts Education Faculty Biannual Meeting	Compliance with Arizona's Gifted Education Mandate
Standards	Number Sense Training of Trainers Academy k-3	Improving Instructional Quality: The Key to Ensuring Student Success	State Intervention Student Achievement Turnaround Forum
Standards	Art Standard Implementation- an Overview	Creating Arts Assessments: Models and Means	District Arts Coordinators Quarterly Meeting
Standards	Advocating for Arts Education at the Local Level	Differentiated Instruction	Applied Curriculum Mapping
Standards	Beginning Curriculum Mapping	Advanced Curriculum Mapping	
Standards and Rubrics	Leading Change Institute	Improving Instructional Quality: The Key to Ensuring Student Success	Standards and Rubrics for School Improvement
Standards Implementation	Introducing the Social Studies Standard	Social Studies Standard: What Teachers Need to Know and be Able to Teach	Implementing the Articulated Social Studies Standard (ASSET)
Standards Implementation	Science Standard and Backward Design Model	Mathematics and Science Standards Institute	
State Aid	Introduction to SAIS	Essential Information for SAIS Coordinators	Reporting ELL Data to SAIS
State Aid	Reporting SPED Data To SAIS	SAIS Online	Reconciling Student Membership Data in SAIS
State Aid	Charter Estimated Counts	Wrapping up the Year in SAIS	Initial Solution Team Training
State Aid	Advanced Solution Team Training		
State Board Teacher Preparation Approval Process	MEGA Conference	National Board Certified Leadership Conference	Professional Development Leadership Academy
State Board Teacher Preparation Approval Process	Alternative Secondary Path to Certification	Arizona Teacher Performance Assessment (ATPA)	Career Ladder Director Seminar
State Board Teacher Preparation Approval Process	Certification Displays at Education Events	Certification Information Sessions	College/University On-site Certification Services
State Board Teacher Preparation Approval Process	Highly Qualified Guidance	Highly Qualified Teacher and Attestation and High Objective Uniform State Standard of Evaluation (HOUSSE) Completion	National Board Candidate Subsidy Program
State Board Teacher Preparation Approval Process	Nation Board Certification Workshop	Pay for Performance Programs	Professional Preparation Program Approval
State Board Teacher Preparation Approval Process	School District Onsite Certification Services	Troops To Teachers Assistance	Troops To Teachers Employment
State Board Teacher Preparation Approval Process	Troops To Teacher Recruitment		
State legislation	ELL Leadership Summit	Arizona English Language Learner Assessment (AZELLA) Training	Arizona K-12 Center "Train the Trainer" Structured English Immersion (SEI) Endorsement Training
State legislation	ASSET Online Structured English Immersion Training	Practitioners of English Language Learners (PELL) Monthly Meetings	Provisional Structured English Immersion (SEI) Endorsement Seminar
State Migrant Parent Advisory Council (SMPAC)	Annual Migrant Education Program Coordinators Meeting	Migrant Certification of Eligibility and Identification and Recruitment Training	Migrant Education Program (MEP) Annual Migrant Staff Meeting

State Migrant Parent Advisory Council (SMPAC)	State Migrant Parent Advisory Council (SMPAC)		
STD Prevention	Reducing the Risk		
Stereotypes	Counselors Academy	Struggling Adolescent Readers	
Strategies	Classroom Management	Elements of Effective Reading Lessons: Increasing Vocabulary Knowledge: An Essential Element in Raising Reading Achievement	Struggling Adolescent Readers
Structured English Immersion	ELL Leadership Summit	Arizona English Language Learner Assessment (AZELLA) Training	Arizona K-12 Center "Train the Trainer" Structured English Immersion (SEI) Endorsement Training
Structured English Immersion	ASSET Online Structured English Immersion Training	Practitioners of English Language Learners (PELL) Monthly Meetings	Provisional Structured English Immersion (SEI) Endorsement Seminar
Student Code of Conduct	Preventing Discipline in the Classroom	Classroom Management	
Student Detail Report	Wrapping up the Year in SAIS		
Student Teacher Relationship	Preventing Discipline in the Classroom	Differentiated Instruction	
Substitute Plans	Classroom Management		
Summer School	Research Based Summer School		
Supplement Not Supplant	Annual Migrant Education Program Coordinators Meeting	Migrant Certification of Eligibility and Identification and Recruitment Training	Migrant Education Program (MEP) Annual Migrant Staff Meeting
Supplement Not Supplant	State Migrant Parent Advisory Council (SMPAC)	Applications, Plans, and Reports: Understanding the Grant Process	Arizona Association of School Business Officials Compliance Training
Supplement Not Supplant	Charter School Training		
Supplemental Educational Services (SES)	MEGA Conference	NCLB Coordinators Spring Meeting	ASIP and School Wide Plan Integration
Supplemental Educational Services (SES)	NCLB Program Quality and Evaluation Using Standards and Adaptations for Institutional Educators to Build Student Academic Capability	School-Wide Program Development	Targeted Assistance Programs
Supplemental Educational Services (SES)	NCLB Consolidated Plan Training	NCLB Six-Year Cycle Monitoring	Supplemental Education Services (SES)
Supplemental Educational Services (SES)	State Tutoring Program	Private School Services	
Systematic Listing and Counting	Systematic Listing and Counting with Connections to Algebra and Probability Training of Trainers Academy k-12		
TAA	Common Measures Training	Workforce Development DES Fiscal Training	
Targeted Assistance (TA)	MEGA Conference	NCLB Coordinators Spring Meeting	ASIP and School Wide Plan Integration
Targeted Assistance (TA)	Private School Services	State Tutoring Program	Supplemental Education Services (SES)
Targeted Assistance (TA)	NCLB Consolidated Plan Training	NCLB Six-Year Cycle Monitoring	NCLB Consolidated Fiscal Application Training
Targeted Assistance (TA)	Targeted Assistance Programs	Using Standards and Adaptations for Institutional Educators to Build Student Academic Capability	What Does Scientifically Based Research Mean?
Targeted Assistance (TA)	NCLB Program Quality and Evaluation	School-Wide Program Development	
Teacher And Para-Professional Testing	MEGA Conference	National Board Certified Leadership Conference	Professional Development Leadership Academy
Teacher And Para-Professional Testing	Alternative Secondary Path to Certification	Arizona Teacher Performance Assessment (ATPA)	Career Ladder Director Seminar
Teacher And Para-Professional Testing	Troops To Teachers Assistance	Troops To Teachers Employment	Troops To Teacher Recruitment
Teacher And Para-Professional Testing	Certification Displays at Education Events	Certification Information Sessions	College/University On-site Certification Services
Teacher And Para-Professional Testing	Highly Qualified Guidance	Highly Qualified Teacher and Attestation and High Objective Uniform State Standard of Evaluation (HOUSSE) Completion	National Board Candidate Subsidy Program
Teacher And Para-Professional Testing	Nation Board Certification Workshop	School District Onsite Certification Services	Professional Preparation Program Approval
Teacher And Para-Professional Testing	Pay for Performance Programs		
Teacher Cadet	Curriculum Training for Education Professions Program		
Teacher Compensation	See "Certification"		
Teacher Loan Cancellation	Applications, Plans, and Reports: Understanding the Grant Process	Arizona Association of School Business Officials Compliance Training	Charter School Training
Teacher Preparation	See "Certification"		
Teacher Training	Chapter Management Institute	Improving Instructional Quality: The Key to Ensuring Student Success	Elements of Effective Reading Lessons: Increasing Vocabulary Knowledge: An Essential Element in Raising Reading Achievement
Teaching	Teaching/Learning Journey Into Rigor and Relevance	Improving Instructional Quality: The Key to Ensuring Student Success	Differentiated Instruction

Teaching	Struggling Adolescent Readers	Certification Displays at Education Events	Certification Information Sessions
Teaching	National Board Candidate Subsidy Program	Nation Board Certification Workshop	Pay for Performance Programs
Teaching	Professional Preparation Program Approval	School District Onsite Certification Services	Troops To Teachers Assistance
Teaching	College/University On-site Certification Services	Troops To Teacher Recruitment	Highly Qualified Teacher and Attestation and High Objective Uniform State Standard of Evaluation (HOUSSSE) Completion
Teaching	Troops To Teachers Employment	Highly Qualified Guidance	
Teaching Responsibility	Classroom Management	Improving Instructional Quality: The Key to Ensuring Student Success	
Technical Assistance	Arizona High School Renewal Initiative on Curriculum, Instruction, and Assessment Summit	AIMS Intervention/ Dropout Prevention Data Collection, Analysis and Accountability Workshop	AIMS Intervention/ Dropout Prevention Plan Development and Leadership Responsibilities
Technical Assistance	Johnson O'Malley Programs (JOM) Sub-contractor's Annual Meeting	Collaborative Leadership and Professional Learning Communities	Personalizing Your School Environment Summit
Technical Assistance	Technical Assistance with Indian Education Components	Arizona Indian Education Association (AIEA)	BIA AIMS Testing Workshops
Techniques	Classroom Management	Preventing Discipline in the Classroom	Struggling Adolescent Readers
Techniques	A Data Driven Approach to Continuous Improvement		
Technology	Enhancing Education Through Technology Discretionary Grant Application Training	Ed Tech Discretionary Grant Proposal Review Training	Ed Tech Discretionary Sub-Grantee Accountability Workshop
Technology	Statewide E-Rate Training Workshops		
The Learner	Curriculum Training for Education Professions Program	Improving Instructional Quality: The Key to Ensuring Student Success	
The School	Curriculum Training for Education Professions Program	Research Based Summer School	
The Teacher and Teacher	Curriculum Training for Education Professions Program		
Theatre	See "Art"		
Title job	Construction Technologies		
Title laying	Construction Technologies		
Title I	Supplemental Education Services (SES)	NCLB Coordinators Spring Meeting	ASIP and School Wide Plan Integration
Title I	NCLB Program Quality and Evaluation Using Standards and Adaptations for Institutional Educators to Build Student Academic Capability	School-Wide Program Development	Targeted Assistance Programs
Title I	NCLB Consolidated Plan Training	What Does Scientifically Based Research Mean?	NCLB Consolidated Fiscal Application Training
Title I	NCLB Consolidated Plan Training	NCLB Six-Year Cycle Monitoring	Private School Services
Title I	State Tutoring Program	MEGA Conference	
Title I School Improvement	Title I Fall Process Workshop	Title I School Improvement: What Works In Schools Conference	
Title III	ELL Leadership Summit	Arizona English Language Learner Assessment (AZELLA) Training	Arizona K-12 Center "Train the Trainer" Structured English Immersion (SEI) Endorsement Training
Title III	ASSET Online Structured English Immersion Training	Practitioners of English Language Learners (PELL) Monthly Meetings	Provisional Structured English Immersion (SEI) Endorsement Seminar
Title VII	Technical Assistance with Indian Education Components	Arizona Indian Education Association (AIEA)	BIA AIMS Testing Workshops
Title VII	Johnson O'Malley Programs (JOM) Sub-contractor's Annual Meeting		
TOT	Foundations of Scientifically Based Reading Instruction	DIBELS Leadership Institute	
Toyota	Toyota Motors Update		
Trade Adjustment Assistance	Workforce Development DES Fiscal Training		
Training of Trainers	Science Standard and Backward Design Model	Unwrapping the Science Standard and the Backward Design Model k-12 (ASSET)	K-8 Physical Science: Concept 1
Training of Trainers	Number Sense Training of Trainers Academy k-3		
Training providers	Workforce Development Training Expo		
Transition	Plan Your Business Program's Transition to the New CTE Delivery System	A Team Approach to Transition from Early Intervention to Early Childhood Special Education and Transition to School-Aged Services	
Transportation	TAA and NASTA workshop	Homeless Liaison Institute	McKinney-Vento Homeless Education Orientation
Tuition -out	SAIS Online		
Tutoring	MEGA Conference	NCLB Coordinators Spring Meeting	ASIP and School Wide Plan Integration

Tutoring	NCLB Program Quality and Evaluation	School-Wide Program Development	Targeted Assistance Programs
	Using Standards and Adaptations for Institutional Educators to Build Student Academic Capability	What Does Scientifically Based Research Mean?	NCLB Consolidated Fiscal Application Training
Tutoring	NCLB Consolidated Plan Training	NCLB Six-Year Cycle Monitoring	Private School Services
		Elements of Effective Reading Lessons: Increasing Vocabulary Knowledge: An Essential Element in Raising Reading Achievement	Johnson O'Malley Programs (JOM) Sub-contractor's Annual Meeting
Tutoring	State Tutoring Program	Technical Assistance with Indian Education Components	Arizona Indian Education Association (AIEA)
Tutoring	Supplemental Education Services (SES)		
Tutoring	Research Based Summer School	BIA AIMS Testing Workshops	
U.S. Dept. of Labor	Common Measures Training		
Understanding myths	Counselors Academy		
		Unwrapping the Science Standard and the Backward Design Model k-12 (ASSET)	
Unwrapping	Science Standard and Backward Design Model		
Vertex Edge Graphs	Vertex-Edge Graphs Training of Trainers Academy K-8		
VETS	Common Measures Training		
Violence	Stop the Violence Advisor Training		
Violence Prevention	Summer Prevention Conference		
Visual literacy	Power Point in the Classroom		
Vocational	Carl Perkins Basic Grant Workshop		
Volunteer tutors	Web Career Exploration		
Wagner-Peyser	Common Measures Training		
	Teach For Success: Classroom Observation Protocol	Initial Solution Team Training	
Walk-throughs			
Waterproof membranes	Construction Technologies		
WDU	Workforce Development DES Fiscal Training		
Web	Web Career Exploration		
Web page development	Information Technology		
Webquest	Web Career Exploration		
Welding	National Center for Construction Education and Research Certification Workshop		
What Works In Schools	Title I School Improvement: What Works In Schools Conference		
WIA	Common Measures Training	Workforce Development ETPL Workgroup	Workforce Development Training Expo
Winter Regional conferences	Winter Regional Conferences	FBLA State Leadership Conference	Arizona DECA Fall Leadership Conference
Winter Regional conferences	FCCLA Fall Leadership Conference	FCCLA Fall Leadership Training Camp	FBLA Fall Leadership Conference
Winter Regional conferences	AME Fall Conference	ADVANCE 3	Career Development Conference
Winter Regional conferences	Skills USA	Professional Development Program-Teacher Training Seminar	
Wood products	Woodworking		
Workforce	Common Measures Training		
Workforce Development	Workforce Development DES Fiscal Training	Workforce Development ETPL Workgroup	Workforce Development Rapid Response Workshop
Workforce Development	Workforce Development Training Expo		
Year-End Balance	Reconciling Student Membership Data in SAIS		